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ABSTRACT

Volumes I and II of a world history course, part of a high school career curriculum project, are outlined. Objectives are listed by course title. Course titles include: Early Communication - Languages and Writing; World History; Law and Order in Ancient Times; Early Transportation; Women in Ancient Times; Art and Literature in Ancient Times; History of Music, Art and Literature; History of Military and Wars; Science and Medicine; The Church in the Middle Ages and the Reformation; Women's Rights; The Enlightenment; The Middle Ages and Renaissance; Business and Industry; Political Revolutionaries; Witchcraft; Early Agriculture; War Since 1945; and Political Revolutions. Several course titles have more than one learning package for the different time periods covered. Each package is outlined in a similar format consisting of a problem statement, objectives, required reading materials and activities, and extra reading materials and activities. Related documents are SO 006 459 and SO 006 460. (KSM)

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WORLD HISTORY

BY

JUDY HOFFMAN

VOLUMES I AND II

SP006 461

ED 085284

SAHUARITA HIGH SCHOOL

CAREER

CURRICULUM

PROJECT

COURSE TITLE: WORLD HISTORY

BY

JUDY HOFFMAN

COURSE TITLE: WORLD HISTORY

Objectives:

1. Explain in writing specific aspects of the role of women in various ancient societies (life at home, occupations, the family, ect.) and compare them with each other.
2. Compare in writing the role of women in ancient times with their role in our society today.
3. Describe the fashion popular among women in ancient times.

EARLY COMMUNICATION: LANGUAGES AND WRITING

Objectives:

1. Explain (orally and in written) the importance of writing and language in communication both in ancient and in present societies.

2. Compare in writing picture writing with symbolic writing and tell which ancient cultures used each type of communication.

3. Explain (orally and in writing) the origin of our own alphabetical and numerical systems.

4. Explain orally and in writing how man communicated before the development of language.

LAW AND ORDER IN ANCIENT TIMES

Objectives:

1. Describe in writing laws of ancient societies.
2. Compare in writing and orally the laws of at least 2 ancient societies.
3. Describe the concept of crime in ancient societies and compare it with that of today.
4. Describe in writing aspects of the lives (occupations, class structure, etc.) of people of ancient societies which can be determined from their laws.

WORLD HISTORY

OBJECTIVES

EARLY TRANSPORTATION

1. You will be able to compare the method of transportation before and after the invention of the wheel in writing or orally.

2. You will be able to explain in writing and orally why different types of transportation were useful and important to at least 2 ancient cultures.

3. You will be able to explain in writing and orally the similarities and differences between transportation in ancient cultures and your own.

4. You will be able to explain in writing what occupations existed as a result of early transportation methods.

COURSE TITLE: WOMEN IN WORLD HISTORY

Objectives:

1. Describe in writing the role of women in the Middle Ages and Renaissance.
2. Explain in writing any changes in the role of women which occurred during the Renaissance.
3. Compare in writing the role of women in the Middle Ages and Renaissance with that of today.
4. Describe in writing any occupations held by women during the Middle Ages and Renaissance.

ART AND LITERATURE IN ANCIENT TIMES

Objectives:

1. Explain in writing which ancient civilizations made important contributions in art, architecture, drama and literature (including philosophy).

2. Describe in writing what the major contributions were in each major ancient civilization.

3. Identify examples of paintings, sculpture, and architecture developed in ancient civilizations.

4. Identify and match with their major contributions the principal figures in philosophy, drama and literature.

5. Explain in writing how the contributions in the arts in ancient civilizations influenced each other and how they influence us today.

COURSE TITLE: WOMAN'S PART IN WORLD HISTORY

Objectives:

1. List in writing the goals of the woman's liberation movement?
2. Explain in writing what areas of life have been affected and how. (occupations, advertising, fashions, ect.)
3. Compare in writing the role of woman in the U.S. today with the role of woman in other parts of the world.
4. Express your stand on the role of woman in modern society.

HISTORY OF MUSIC, ART AND LITERATURE

OBJECTIVES

1950-Present

1. Trace in writng the development of American music from 1950-present.
2. Explain in writing how social conditions have affected the development of art, music, and literature from 1950-present.
3. Explain in writing how influences from other parts of the world have affected American art, music, and literature and vice versa.
4. List in writing examples of important works of literature from 1950-present.
5. List areas into which art has expanded besides painting, sculpture and architecture.

OBJECTIVES

1. Explain in writing the importance of the military and wars from the Middle Ages to 1800.

2. List the major wars from 700-1800 and identify in writing the causes and results of each.

3. Describe in writing the methods and weapons of warfare from the Middle Ages through the 1700's, explaining any changes which occurred.

4. For the period covered in this study guide, identify the major military heroes and explain in writing their importance.

5. Explain in writing what place the soldier held in society from 1000-1800 and compare your conclusions with the place soldiers hold in today's society.

6. Identify in writing major revolutionary figures from 1000-1750

7. Identify in writing the conditions and events which inspired the major revolutionary figures from 1000-1750.

8. Explain in writing the changes these revolutionary figures proposed and what they were able to accomplish.

9. Compare in writing the ideas and motives of revolutionaries during the period 1000-1750 with those of today.

10. Describe in writing the personalities and backgrounds (including occupations) of major revolutionary figures of the period 1000-1750.

11. Describe in writing what conditions after World War I led to the rise of dictatorships in many European countries.

12. List in writing where dictatorships have developed since about 1930.

13. Explain in writing the ideologies presented by dictatorships have arisen since 1930.

14. Explain in writing what effect the dictatorships have had on the countries in which they have arisen.

15. Explain in writing what conditons made men fight each other in prehistoric and ancient times.

16. Explain in writing what types of weapons and equipment were used by armies in ancient times.

17. Compare in writing and orally armies of ancient times and those of today. Include aspects of training, strategies, equipment, unifroms, recruitment, and experience.

18. Explain in writing major wars in ancient times including such aspects as why they were fought, decisive battles, major heroes, and any unusual strategies used.

19. Describe the importance wars and the military held in ancient societies and compare their importance then with their importance now, as you see it.

20. Explain in writing what imperialism is and what effect it had on the world during the late 1800's and early 1900's.

21. Explain in writing the effects of the major conflicts on the participants, especially the consequences of the Versailles Peace Treaty.

22. Explain in writing what the cause of World War I were.

23. Explain in writing the effect of World War I on occupations.

24. Explain in writing what imperialism is and what effect it had on the world during the late 1800's and early 1900's.

25. Identify in writing the major wars and conflicts between nations and match the causes of the conflicts and their participants with the wars.

26. Explain in writing about new methods and equipment developed for war which were used during this period.

27. Explain in writing the effects of the major conflicts on the participants, especially the consequences of the Versailles Peace Treaty.

28. Explain in writing what the causes of World War I were.

29. Explain in writing the effect of World War I on occupations.

30. Explain in writing the causes of World War II.

31. Explain in writing the background and outcome of the Spanish Civil War.

32. Identify in writing major battles, campaigns and participants or World War II.

33. Explain in writing new advances in weapons and methods of waging war developed during World War II.

34. Explain in writing how Hitler's racial policies affected his conduct of the war.

HISTORY OF MILITARY AND WARS

OBJECTIVES

WAR SINCE 1945

1. Identify in writing the major wars since 1945 and their causes.
2. Explain in writing the methods of warfare used since 1945.
3. Explain in writing the development of the arms race and its affect on world peace.
4. Explain in writing what role the U.N. has played in keeping world peace.
5. Identify in writing the major occupations associated with the armed services which are available today.

SCIENCE and MEDICINE 1650-1900

Objectives:

1. Identify in writing major scientific and medical achievements made from 1600-1900.

2. Match in writing the people responsible for these achievements with the achievements.

3. Explain in writing the important of these scientific and medical achievements to mankind.

4. Explain in writing what new occupations appeared in the scientific and medical fields from 1600-1900.

WORLD HISTORY

OBJECTIVES

THE CHURCH IN THE MIDDLE AGES AND THE REFORMATION

1. Explain in writing the importance of the Catholic Church in the Middle Ages.

2. Identify in writing the causes and effects of the Protestant Reformation.

3. Explain in writing the extent of influence of the power of the Catholic Church and of the Protestant Reformation of the People of Europe.

4. Express an appreciation for the ability of people to demand and obtain changes in practices of sources of power, either church of state, which they view as unjust.

WOMEN IN WORLD HISTORY

OBJECTIVES

WOMEN'S RIGHTS

1. Identify in writing major changes in the role of women in recent history.

2. Explain in writing why rapid changes occured in the lives of women.

3. Compare in writing the Woman's Liberation Movement in the present with the Suffragette Movements in the past.

MUSIC, ART, and LITERATURE 1750-1900

Objectives:

1. Identify in writing great artists in the fields of painting, sculpture, music, and literature between 1750 and 1900.

2. Recognize a selection from the work of artists specified in the activities below.

3. Explain in writing the effect that the events of the world (politics, religion, etc.) had on the works of these artists and visa versa.

4. Explain in writing whether or not these artists were able to support themselves through their work alone. (Was their art their only occupation?)

The Enlightenment - 1600-1700

Objectives:

1. Explain in writing what events occurred in England in the 1600's which helped crystallize ideas about government and each man's relationship to his country's ruler.

2. Explain in writing what the Enlightenment was.

3. Identify in writing the major political and scientific figures during the 1600's and 1700's and explain their importance.

4. Explain in writing how the ideas of the Enlightenment affected the world.

5. Identify in writing major inventors and their inventions from 1700-1900.

6. Explain in writing the backgrounds (including occupations) of these inventors.

7. Explain in writing the effects these inventors have had on mankind.

COURSE TITLE: MIDDLE AGES AND RENAISSANCE

Objectives:

1. Describe in writing the concepts of fuedalism including the relationships between various levels of noblemen and the method of "politics" used to increase the power of individuals.
2. Explain in writing the emergence of nations with strong central government and give examples of methods used to increase national prestige.
3. Explain in writing the importance of the theory of the divine right to rule.
4. Describe in writing the important wars used as political maneuvers and their effect on the countries involved.
5. List occupational opportunities available in government from 1000-1750 and explain how these opportunities changed and developed.

SCIENCE AND MEDICINE IN ANCIENT TIMES

Objectives:

1. Describe in writing the 2 major scientific and/or medical advances each for at least 3 ancient civilizations: Egypt, Greece and any other of your choice.

2. Explain in writing the sig-ificance of the findings of ancient scientists for us today.

3. List 3 specific examples of findings or theories from ancient times which are in use in some form today.

4. Identify in writing the major medical practices and cures of the Middle Ages and Renaissance.

5. Describe in writing the major diseases of the Middle Ages and Renaissance.

6. Describe in writing the preservation of medical knowledge during the Middle Ages and discoveries in science which occurred during the Renaissance.

7. Identify in writing which occupations during the Middle Ages and Renaissance were related to science and medicine.

8. Express an appreciation for the efforts of science to save lives and make medical advancements during the Middle Ages and Renaissance.

WORLD HISTORY

OBJECTIVES

BUSINESS AND INDUSTRY--1750-1900

1. Explain in writing the areas in which industry and business developed from 1750-1900.

2. Explain in writing the effects both good and bad which the developments in industry and business have had on man (including economy, standard of living. working conditions, etc.)

3. Explain in writing the forms of business which developed as a result of the industrial growth and what part government played in their regulation.

4. Explain in writing the reform movements of the 1800's in relation to working conditions.

5. List in writing which countries led in industrial growth in the 1800's.

POLITICAL REVOLUTIONARIES

OBJECTIVES

1750-1905

1. Identify in writing major revolutionary figures of the 18th and 19th centuries.

2. Identify in writing the conditions which drove these major revolutionary figures during the 18th and 19th centuries to action.

3. Explain in writing the changes these revolutionary figures wanted to make and what they were able to accomplish.

4. Explain in writing how the ideas and motives of revolutionaries changed ofer the 3 centuries in question (17th, 18th and 19th) and how these ideas and motives are similar to or different from those of revolutionaries today.

5. Describe in writing the personalities and backgrounds (including occupations) of major revolutionaries figures of the 18th and 19th centuries and compare them with the personalities and backgrounds of revolutionary figures today.

1900-1930

1. Explain in writing the conditions in Russia which encourages revolutionaries to act.

2. Explain in writing what the causes and effects of the Russian Revolution of 1905 were.

3. Explain in writing who N. Lenin was and why he was important.

4. Explain in writing how Lenin altered the ideas of Marx and why.

5. Explain in writing the successes of the Russian Revolution and the effect it has had on Russia and the world.

6. Explain in writing the causes and effects of the revolution in China.

7. Explain in writing the causes and effects of the revolution in Mexico.

WORLD HISTORY

OBJECTIVES

1750-1850

1. Identify in writing major revolutionary figures of the 18th and 19th centuries.

2. Identify in writing the conditions which drove these major revolutionary figures during the 18th and 19th centuries to action.

3. Explain in writing the changes these revolutionary figures wanted to make and what they were able to accomplish.

4. Explain in writing how the ideas and motives of revolutionaries changed over the 2 centuries in question (18th and 19th) and how these ideas and motives are similar to or different from those of revolutionareies today.

5. Describe in writing the personalities and backgrounds (including occupations) of major revolutionaries of the 18th and 19th centuries and compare them with the personalities and backgrounds of revolutionary figures today.

6. Explain in writing how the Industrial Revolution affected life and social changes during this time.

7. Explain in writing why Napoleon was important to France.

A HISTORY OF WITCHCRAFT

Objectives:

1. Explain in writing the place witchcraft has held in the history of man with and emphasis in the period from 1000-1700.

2. Explain in writing reactions against witchcraft throughtout history.

1900-PRESENT

OBJECTIVES

SCIENCE AND MEDICINE

1. Identify in writing major scientists from 1900 to the present and match them with their discoveries.

2. Explain in writing the importance of major scientific discoveries since 1900.

3. Express an appreciation for the wealth of scientific knowledge which has been developed since 1900.

EARLY AGRICULTURE

OBJECTIVES:

1. You will be able to explain in writing and orally, the theory of the origin of agriculture.
2. You will be able to list in writing three methods of primitive agriculture.
3. You will be able to explain in writing and orally the importance of agriculture to at least two ancient cultures.
4. You will be able to explain in writing and orally why farming declined in Italy during the Roman Empire.
5. You will be able to compare agriculture as you know it with agriculture in ancient times, including information about methods and the importance of agriculture.

WAR SINCE 1945

Objectives:

1. Identify in writing the major wars since 1945 and their causes.
2. Explain in writing the methods of warfare used since 1945.
3. Explain in writing the development of the arms race and its affect on world peace.
4. Explain in writing the role the U.N. has played in keeping world peace.
5. Identify in writing the major occupations associated with the armed services which are available today.

POLITICAL REVOLUTIONS: 1900-1930

Objectives:

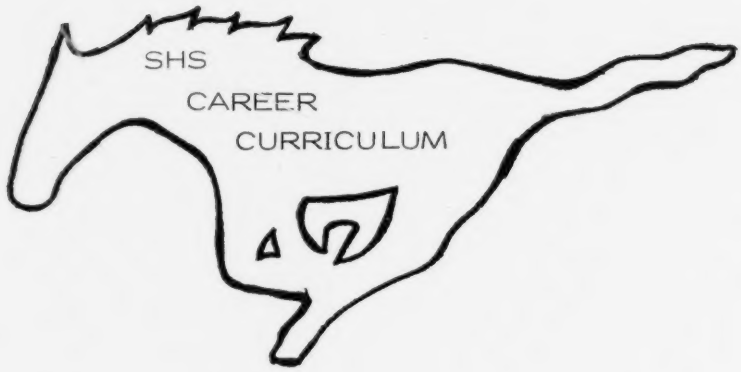
1. Explain in writing the conditions in Pussia which encouraged revolutionaries to act.
2. Explain in writing what the causes and effects of the Russian Revolution of 1905 were.
3. Explain in writing who N. Lenin was and why he was important.
4. Explain in writing how Lenin altered the ideas of Marx and why.
5. Explain in writing the successes of the Russian Revolution and the effect it has had on Russia and the world.
6. Explain in writing the causes and effects of the revolution in China.
7. Explain in writing the causes and effects of the revolution in Mexico.

SAHUARITA HIGH SCHOOL

CAREER

CURRICULUM

PROJECT



COURSE TITLE: WORLD HISTORY

PACKAGE TITLE: WOMEN IN ANCIENT TIMES

BY

JUDY HOFFMAN

WOMEN IN ANCIENT TIMES

I. PROBLEM. The 'feminine mystique' had to start somewhere, sometime! Have women always held the position of "sex object" that we hear them complain about today? In some societies the basis for wealth and power has been women. All land and titles have been handed down on the female side of families. Women held positions of great power in civilizations of ancient times. Remember Cleopatra?

What were women like in ancient times? Did they wear make-up? What fashions were popular? How did women's role compare in different societies? Were they expected to take an active part in society, or stay at home and cook?

II. Specific Objectives. When you complete this unit, you will be able to:

1. Explain in writing specific aspects of the role of women in various ancient societies (life at home, occupations, the family, etc.) and compare them with each other.

2. Compare in writing the role of women in ancient times with their role in our society today.

3. Describe the fashion popular among women in ancient times.

III. Required reading material.

1. Read The Human Adventure, Vol. I, pp. 16-18, 20.

2. Read The Human Side of World History, pp. 1, 3, 5, 21, 31-32.

3. Read the assignment in the Study Guide.

4. Read 2 of the following assignments.

Everyday Life in Ancient Greece, C.E. Robinson, pp. 81-87.

Everyday Life in Ancient Rome, F.R. Cowell, pp. 63-66, 71-73.

Everyday Life in Ancient Egypt, J.M. White, pp. 90-99.

A Day in Old Athens, Davis, pp. 35-42, 46-47.

Ancient China, Time-Life, pp. 89-99.

Ancient Egypt, J.E. White, pp. 120-122, 117-118.
The First 3000 Years, C.B. Falls. pp. 97-89. } Count as one

IV. Extra Reading Material. For a wider understanding of the role of women in ancient societies read any references to them found in the indexes of the books in the room or in the library which pertain to ancient times.

V. Required Activities. Complete each of the following activities.

1. Answer each of the following questions in your own words in writing using the reading material in the Study Guide.

    1. What occupations were open to women in ancient Egypt?
    2. What rights did women have in ancient Egypt? What happened when a woman was accused of infidelity?
    3. What did women wear in ancient Egypt? What cosmetics were used?

2. In a short (1-2 page) essay, compare the role of a woman in one ancient society with the role of women today. Use specific examples from the reading and from magazine articles or books in the library on the woman's role today to support your ideas. (Use the Reader's Guide to Periodical Literature to find any magazine articles you need.)

3. Choose 2 of the following activities.

    1. Prepare an attractive brochure presenting the fashion trends in clothing, cosmetics, etc., in one ancient society. You may cut out pictures from magazines at home or make your own sketches and drawings.

    2. Present a fashion show to the class (limit of 3 people) in which you demonstrate fashion trends in one or more ancient societies. This should be a well-organized, interesting presentation.

    3. Write an editorial on woman's rights in one ancient society for a newspaper. Use your imagination and make your article as realistic as possible.

    4. Read Antony and Cleopatra by Wm. Shakespeare. Report to the class on the power of this important woman.

    5. Read a biography on Cleopatra. Fill out a critique form.

VI. Extra activities. If you would like to do an extra activity on this unit, please see the teacher.

"Cleopatra", M. Grant, Mankind Magazine, Vl. 3, number 6 pp. 50.
"The Astarte Phenomenon", K. Cavander, Horizon Magazine, Spring, 1971, p. 15.

"The Fashionable Body", B. Rudoqsky, Horizon, Winter 1972, p. 56.

The following material has been deleted: Lady Of The House (The Egyptian Woman)

The following material has been deleted: Sophia Of Russia The Crack in the Window

The following material has been deleted: The Rise Of Women

SAHUARITA HIGH SCHOOL

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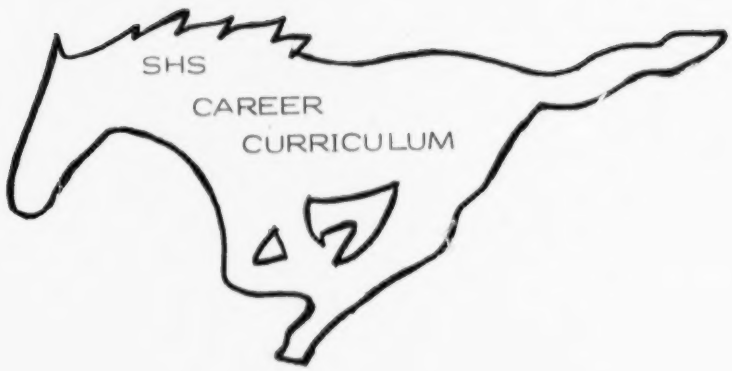


COURSE TITLE: WORLD HISTORY: 1900-1930

PACKAGE TITLE: POLITICS AND LAW
1900-1930

BY

JUDY HOFFMAN

POLITICS AND LAW 1900-1930

I. PROBLEM

The period between 1900-1930 was one in which political activity and legal activity (or illegal activity) were often at odds with each other. It would be almost impossible to separate the two what with all the scandals that involved the illegal activities of prominent political figures. This period included the worldwide depression and the era of prohibition in the United States.

With the development of new political ideas such as progressivism, communism and fascism, those out to "make the world safe for democracy" often got carried away with their own special brand of values and found it impossible to tolerate the ideas and actions of those who believed differently from them. Thus the Red Scare of 1919, Prohibition, the growth of the Ku Klux Klan and the execution of two anarchists for a murder for which they may have never been guilty, were all events which tied politics and law together in the United States.

In the rest of the world Mahatma Ghandi used civil disobedience to protest British rule, Mussolini began his rule with an iron hand over his people, and Communism became firmly entrenched in Russia.

How did political ideas affect what people considered legal or illegal? Did people change laws to fit their own morals? Did everyone agree with the changes or were the ideas and morals of many ignored and set aside? Did the changes really benefit society or were those ideas which were attacked in reality harmless to the welfare of society? What <u>should</u> be legislated against? How do we decide what should be the law? Are mistakes ever made? Can you make a comparison between Prohibition and the present in respect to the ban of a widely used substance?

II. SPECIFIC OBJECTIVES

When you finish this unit you will be able to:

1. Identify in writing major political figures from 1900-1930.

2. Identify in writing the practices, legal and illegal, of those major political figures. (Including major scandals.)

3. Describe in writing examples of how political ideas affected law and the legality of various activities which occurred during this period.

4. Describe in writing injustices which occurred during this period as a result of political ideas.

5. Compare in writing laws in effect during this period

with ones in effect now.

6. Explain in writing the major political philosophies which existed during this period: i.e. Communism, fascism and democracy.

III. REQUIRED READING MATERIAL

Read each of the following assignments.

1. The mimeographed material in the Study Guide.

2 Men and Nations pp. 644-647, 669-670, 672, 673-676, 684-686, 677, 688-690, 693, 694-698.

3. The Human Side of American History pp. 222, 227-228, 232-234, 241-242.

4. The Human Side of World History pp. 154.

5. The Human Adventure Vol 2, pp. 160-164, 157-159, 134-150.

V. REQUIRED ACTIVITIES

Using the reading material, complete each of the following activities:

1. Questions: Answer each of the following questions.

    1. Explain in writing the difference between fascism and communism.

    2. What was the Ku Klux Klan? What were its goals and activities?

    3. List three major political figures in the U.S. during this period and identify them according to the reading material.

2. Choose 2 of the following activities:

    1. Write an editorial about the Red Scare which began in 1919. Possible sources include: Out of the Past, D. Gavronski, p. 240. Or The Twenties: Fords, Flappers and Fanatics, G. Mouerz, pp. 121-126.

    2. Prepare a political cartoon on one of the following topics:

        Warren G. Harding

The Teapot Dome Scandal
Progressivism
Calvin Coolidge
The activities of Mahatma Ghandi
Lenin

3. With two other people put out a newspaper for the class on subjects covered by this unit. Include political cartoons, editorials and news articles (at least two contributions by each person involved.) Hand in rough drafts of the articles before you publish your paper. Possible subjects include:

Any political election 1900-1930.
Any politician 1900-1940.
Any scandal 1900-1930 (Teapot Dome, Warren G. Harding, etc.)
Any radical movement 1900-1930 (Red Scare, Ku Klux Klan, the Sacco-Vanzetti Trial, etc.)
Any court case 1900-1930 (The Scopes Mondey Trial, the Sacco-Vanzetti Trial, etc.)
Any political movement 1900-1930 (facism, communism, Mahatma Ghandi, the rise of Hitler, etc.)

Possible sources include: Time Capsule books, magazine articles listed below in the Study Guide, records listed below in the Study Guide.

4. Listen to the following selections on the record War, Boom and Bust - 1917-1932 and write an essay of your impressions of the mood of the times.

Side 1, selections 6,7,8,10,11,12, 14,18, and 19.

5. Write a short speech for Mussolini, stressing his promises for the Italian people.

6. Write a short dialogue between a supporter of the Weimar Republic and a member of the Nazi party.

7. Draw a cartoon satirizing Hitler's racial teachings.

3. Choose 1 of the following activities:

1. Read one or more of the following magazine articles. Turn in an abstract with the appropriate bibliographical information.

"How Harding Saved the Versailles Treaty", American Heritage, December, 1968, p. 66.

"Theodore Roosevelt, Conservationist", American History Illustrated, December, 1967, p. 36.

"The Longism of Huez", Mankind, Vol. 2, No. 12, p. 12.

"The Four Mysteries of Warren Harding", American Heritage, April, 1963, p. 4.

"The Long, Long Trail" American Heritage, August, 1966, p. 40.

"Tammanz Picked an Honest Man" American Heritage, February, 1967, p. 34.

"Big Bill Taft" American Heritage, October 1966, p. 32.

"Me for Ma - and I ain't got a darn thing against Pa", American Heritage, October, 1966, p. 46.

"Ghandi: Father of India's Freedom", Mankind, Vol. 2, No. 3, p. 12

"Coolidge and the Teapot Dome Mess", American History Illustrated, January, 1968, p. 14.

"The Case of the Vanishing Politician", American History Illustrated, July, 1966, p. 51.

"Hiram Johnson of California", American History Illustrated, November, 1966, p. 20.

2. Write a well-written, well-organized research paper (2-4 pages long) on one of the following topics. Include footnotes and a bibliography. (30 points).

   The Red Scare in the U.S.
   Mahatma Ghandi
   Prohibition in the U.S.
   The racism involved in fascism.
   The Ku Klux Klan.
   The Stalin purges.
   The Scopes Monkey Trial
   The Weimar Republic

3. Write an essay in which you compare the Era of Prohibition and the laws involved with the present controversy over marijuana. Include a bibliography.

4. Write an essay in which you discuss the relationship between political ideas and civil rights between 1919 and 1930.

5. Read a historical novel for this period and fill out a critique form. One example would be All the King's Men, by R.P. Warren based on the life of Huey Long.

VI. EXTRA ACTIVITIES

For suggestions for extra activities, please see the teacher.

U.S.A. J. Dos Passos.

The Great Gatsby. F.S. Fitzgerald.

Tender is the Night. F.S. Fitzgerald.

The Sun Also Rises. E. Hemingway.

POLITICS AND LAW 1900-1930

IV. EXTRA READING MATERIAL

For a deeper understanding of the material in this unit, read any of the following references.

Huey Long, H. Graham, ed.

The Twenties: Fords, Flappers, and Fanatics, G. Mouerz, pp. 89-153.

Crime in America, R. Clark.

The Perils of Prosperity, W. Leuchtenburg, pp. 66-103, 120-139, 204-224.

The 20's, F.J. Hoffman, pp. 377-415.

Time Capsule / 1925, Time-Life, pp. 28-56, 66-69, 80-81, 85-90, 93-105, 114-115, 122-128, 205-218.

They Also Ran, I. Stone, pp. 22-42, 68-136, 324-361, 365-385.

The Progressive Movement, R. Hofstadter, pp. 49-78, 128-140.

Mahatma Ghandi, E. Lengzel.

Ghandi, L. Fischer.

Time Capsule / 1923, Time-Life, pp. 9-23, 27-31, 35-41, 53-55, 59-67, 75-83, 86-95, 102-107, 109-117, 120-124, 125-126, 183-187.

FBI Man, A Personal History, L. Cochuau.

The Secret Rulers, F.J. Cook, pp. 1-165.

America and the Jazz Age, F. Boardman, Jr., pp. 67-74, 43-47, 13-20, 102-122.

The Department of Justice, L.A. Huston.

Calvin Coolidge, McCoy

Theodore Roosevelt American Heritage

T. Roosevelt D. Grantham

Time Capsule / 1927, Time - Life

The Life of Mahatma Ghandi, Louis Fischer.

POLITICS AND LAW -- 1900-1930

REQUIRED READING MATERIAL

Exploring World History pp. 500-501, 509, 513-15, 518-521, 524-527, 530-533.

The Human Side of World History page 154

The HumanSide of American History p. 222, 227-228, 232-234, 241-242.

The Human Adventure vol. 2 pp. 160-164, 157-159, 134-150.

The following material has been deleted: Long,Hot Summer in Indiana

By William E. Wilson

The following material has been deleted: Sacco Guilty, Vanzetti Innocent?

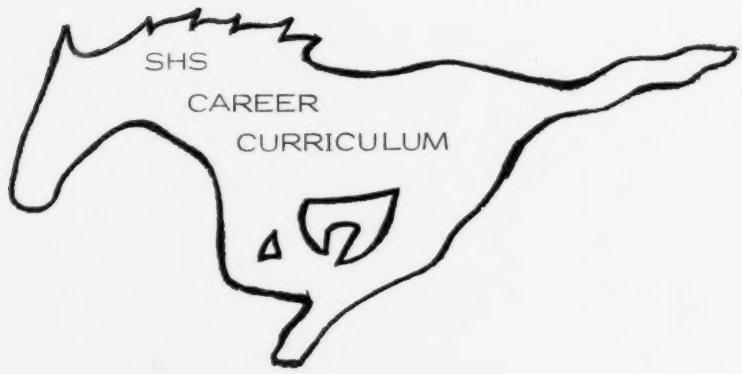
By Francis Russel

SAHUARITA HIGH SCHOOL

CAREER

CURRICULUM

PROJECT



COURSE TITLE: HISTORY OF BUSINESS AND INDUSTRY

PACKAGE TITLE: TRADE AND CRAFTS IN ANCIENT TIMES

BY

JUDY HOFFMAN

TRADE AND CRAFTS IN ANCIENT TIMES

I. PROBLEM

Ancient civilizations often had elaborate economic systems in order to support the trade and crafts in their societies. Forms of money were even devised to simplify trade. Egypt, Phoenicia and Sumer traded with their neighbors as did the later civilizations of Greece and Rome. What conditions were necessary to support trade and manufacturing in ancient civilizations? Are these same conditions necessary today? What types of crafts were manufactured in ancient times? What raw materials were used? Was agriculture an important source of trade items? How was trade carried on? With whom did the ancient civilizations trade? What effects did trade have on each civilization? What occupations relating to trade and manufacturing were developed?

II. SPECIFIC OBJECTIVES

When you finish this unit you will be able to:

1. Explain in writing which ancient civilizations (up to the fall of the Roman Empire) developed manufacturing and trading with other societies and give examples of societies with whom they traded.

2. Describe in writing what types of goods were manufactured and traded by each major ancient civilization.

3. Explain in writing the effects of trade on the ancient civilizations.

4. Describe in writing the various occupations which developed in connection with trade and manufacturing in ancient societies.

III. REQUIRED READING MATERIAL

Read each of the following references:

1. Men and Nations pp. 29-31, 40, 41, 42, 50-52, 53, 62, 66, 70, 73, 83-84, 109-110, 119, 128, 131-133, 141, 159, 171, 180-182.

2. The Human Side of World History pp. 3-4

3. The material in the study guide.

IV. EXTRA READING MATERIAL

For a deeper understanding of the material in this unit, read any of the following references.

Everyday Life in Prehistoric Times. CHB and JM. Quennell. pp. 108, 172-177, 215-218.

The Morning of Mankind. R. Silverberg. pp. 161-162, 164-167, 177-180, 184-185, 189.

Land of the Pharoahs. L. Cottrell. pp. 93, 97-98, 107.

Life Under the Pharoahs. L. Cotrell. pp. 200-208.

Everday Life in Ancient Egypt. JM White. pp. 17, 79, 110

Land of the Two Rivers. L. Cottrell. pp. 27, 60-61, 67, 77-78, 112.

They Wrote on Clay E. Chiera. pp. 67-79

Everday Life in Ancient Rome F.R. Cowell. pp. 111-141.

A Day in Old Rome W.S. Davis. pp. 239-242

A Day in Old Athens W.S. Davis, pp. 91-100, 16-25, 122-123

Everday Life in Ancient Greece. C.E. Robinson. pp. 44, 47, 51, 73, 89-98

Ancient America, Time-Life. pp. 102, 107, 66-67, 91-99, 123-125, 167, 170, 82-84, 78

Ancient China Time-Life. pp. 165-169, 16-17, 36-37, 21-31, 173-183.

Ancient Egypt. Time-Life. pp. 12-13, 32-34, 55-56, 58, 160-161, 42-43, 161, 72, 100-101, 126-128.

Ancient Egypt. J.M. White. pp. 86-118.

Classical Greece. Time-Life. pp. 35, 49, 51-52, 54-55, 66-67, 97-98, 117, 121-124, 86-89, 164-165, 64, 74-75, 13-14, 20.

When Egypt Ruled the East. G. Steindorff. pp. 18-23, 97-98, 101-103, 111-114.

Imperial Rome. Time-Life. pp. 11, 17, 27, 29-30, 149, 66-67, 154-155, 38-39, 79, 83, 13, 150-151, 130-131.

The Cradle of Civilization. Time-Life. pp. 16, 163, 56, 60, 53, 44-45, 16, 83-85, 138-146.

V. REQUIRED ACTIVITIES

Complete each of the following activities using the reading material.

1. Questions: Answer each of the following questions in your own words in writing.

    1. Describe the trade carried on by each of the following civilizations. Egypt, Sumer, Phoenicia, Greece and Rome. Include items traded and trade contacts.

    2. Explain with examples what is meant by the "civilizing influence of commerce."

    3. What were the principal occupations of Shang China? What were the chief products?

    4. Why did the Greeks have to be traders to live?

    5. By 133 B.C. Rome ruled a large territory. What changes followed in (a) manufacturing and (b) commerce?

2. Choose at least 2 of the following activities:

    1. Draw a map of the ancient near East, showing in color the Egyptian Empire at its greatest extent and the routes of Egyptian trade both by land and by sea.

    2. Draw a map showing Phoenician trade routes.

    3. Prepare an attractive travel brochure advertising the business and trade opportunities in any one of the major ancient civilizations.

    4. Prepare a series of at least 10 classified advertisements relating to business (buying and selling), or occupations which might have appeared in an ancient newspaper (if they had had them). Make your ads as authentic sounding and looking as possible.

3. Choose at least one of the following activities:

    1. Form a group of no more than 3 people. Discuss the following questions. Have one person take notes to be handed in.

        1. Explain the reasons for the importance of a scribe in ancient Egyptian society.

2. Phoenician traders were responsible for the spread of culture in the Mediterranean world. Does international trade in the contemporary world aid the spread of culture? Explain.

3. What part did economic decline have in the fall of the Roman Empire?

4. Compare occupations available in ancient civilizations with ones available today. How are some alike? Different? Give specific examples.

2. Prepare an attractive bulletin board display on trade and crafts in ancient times. Show examples and effects of trade.

3. Prepare and give an oral report on the business activity in any one ancient civilization (trade, occupations, crafts, etc.)

4. Make up a crossword puzzle with a theme of Trade and Crafts in Ancient Civilizations. A complete key should be prepared also. Transfer the puzzle and key to a ditto master.

4. Take the Post Test.

VI. EXTRA ACTIVITIES

For suggestions for extra activities, please see the teacher.

TRADE AND CRAFTS IN ANCIENT TIMES - ANCIENT TIMES

REQUIRED READING MATERIAL

Exploring World History - pp. 5, 10, 24-25, 30-31, 51, 58-59, 83, 98, 101

The Human Side of World History - pp. 3-4

The material in the study guide.

The following material has been deleted: Trade, Manufactures, and Banking.

SAHUARITA HIGH SCHOOL

CAREER

CURRICULUM

PROJECT

COURSE TITLE: WORLD HISTORY

PACKAGE TITLE: COMMUNICATION: EARLY WRITING AND LANGUAGE

BY

JUDY HOFFMAN

EARLY COMMUNICATION: LANGUAGES AND WRITING

I. PROBLEM. Turn to your neighbor and without talking or writing, try to ask him what he is doing after school. Difficult, isn't it! One of our most useful fools is the ability to communicate through language and writing. How well you make use of your language and how well vou can express yourself in writing influence the opinion others have about you. Everyday we are called upon to talk about ideas, and whether they concern a movie we have seen or a political opinion, it would be practically impossible to make someone else understand how we feel without language or writing.

There was, however, a time when there was no language and there was no writing. As a matter of fact a written language did not develop until spoken language had been around for a long, long time. Picture writing was around long before writing with symbols. Many civilizations never developed a form of symbolic writing. The American Indian is such an example.

Just how did men communicate before language? What does sign language mean? How did different languages develop? What is picture writing and why did it develop? Why did symbolic writing develop and what different kinds exist? And, finally, of what importance to ancient civilizations were language and writing?

II. Specific Objectives. After finishing this unit you will be able to:

1. Explain (orally and in writing) the importance of writing and language in communication both in ancient and in present societies.

2. Compare in writing picture writing with symbolic writing and tell which ancient cultures used each type of communication.

3. Explain (orally and in writing) the origin of our own alphabetical and numerical systems.

4. Explain orally and in writing how man communicated before the development of language.

III. Required Reading Material.

IV. Required activities. Complete each of the following activities.

1. Answer the following questions in your own words in writing in complete sentences and hand them in to be checked by the teacher.

1. Giving examples from the reading material explain the importance of writing to ancient cultures. Why would symbolic writing by more advanced then picture writing?
2. What was the writing of the Egyptians called? The Sumerians? What did they write on?
3. What ancient culture originated the alphabet?

2. Pretend you are a prehistoric caveman. "Write", using picture writing, a letter to a friend telling him what your daily activities are. Use your imagination, but be as realistic as possible.

3. Whatch any 2 of the following filmstrips. Take notes only on the part that has to do with communication and hand your notes in to be checked by the teacher.

FS Ancient Egypt
FS 330 The Coming of Civilization
FS 263 Egypt's Eras of Splendor
FS 98 The Great Age of Warrior Homeric Greece
FS 34 The Greek City-State
FS 21 Rome's Beginnings
FS 27 An End and A Beginning
FS 372 Life in Ancient Egypt
FS 255 The Incas
FS 308 Heritage of the Maya

4. Choose 2 of the following activities:

1. Present the play on page 103 of Indian Sign Language to the class with 2 other people working on this unit.

2. Using Egyptian Hieroglyphs for Everyone, pretend you are a teenager in ancient Egypt and write an entry to a diary in hieroglyphics. Below your entry write the entry in English. Your entry should be 1/2 page long at least (in English).

3. Read in library sources about the first translation of the Rosetta Stone of Egyptian hieroglyphs (one good source is Gods, Graves and Scholars). Present an oral report to the class about what you have learned.

4. Using examples from the reading write an essay on the importance of writing and communication, both in ancient and in present societies.

5. Post Test.

V. Extra Activities. If you would like to do an extra activity on this unit please see the teacher.

Andromeda Strain
Marshall McLuran's works on the media.
"Zulu Made Simple" C. Berlitz, Horizon
Summer, 1970. p. 120

1. Read the following references in Men and Nations: pp. 15, 21, 31, 32, 39, 51-52, 62-64, 74, 86-87, 119, 145, 282.

2. Read at least 20 pages which you select from the following references. Take notes on what you read including the source and the page numbers and hand them in to be checked by the teacher.

Communication from Stone Age to Space Age, H.E. Neal, pp. 9-15, 20-21, 24-28, 29-45, 49-56.

The Tree of Larguage, H. & C. Laird, pp. 17-26, 27-35, 47-60.

All About Language, M. Pei, pp. 3-15, 18-19, 22-29.

They Wrote on Clay, E. Chiera.

Egyptian Hieroglyphics for Everyone, J. & L. Scott, pp.

The Twenty-Six Letters, O. Ogg, pp. 6-145.

Egyptian Language, E.A. Budge.

The Wonderful World of Communication, L. Hogben, pp. 6-20.

Indian Sign Language, W. Tomkins.

Everyday Life in Ancient Greece, C.E. Robinson, pp. 72, 138, 140.

Everyday Life in Ancient Rome, F.R. Cowell, pp. 163-166.

A Day in Old Athens, Davis, pp. 70, 187.

The Romans, A. Duggan, pp. 111-113, 72-74.

Classical Greece, Time-Life, pp. 13-15, 34, 163, 36-38.

Ancient China, Time-Life, pp. 141-143.

Ancient America, Time-Life, pp. 10-11, 80, 86, 125-126, 62, 65, 48-49, 118-119, 69-77.

Ancient Egypt, Time-Life, pp. 12, 141-142, 149-157, 143.

Imperial Rome, Time-Life, pp. 103-105, 159.

Rome, Horizon, pp. 129-130, 383, 145.

Red Land, Black Land, B. Mertz, pp. 134-139.

Life Under the Pharaohs, L. Cottrell, pp. 133-138, 144, 193.

Land of the Two Rivers, L. Cottrell, pp. 11-12, 78, 87-88, 29-39, 68-69.

Everyday Life in Roman and Anglo Saxon Times, M. & C.H.B. Quennell, pp. 161, 112.

Temples, Tombs and Hieroglyphs, B. Mertz, pp. 263-273, 241-242.

Everyday Life in Prehistoric Times, M. & C.H.B. Quennell, pp. 48-49, 123.

Greece, Horizon, pp. 83, 145.

Land of the Pharaohs, L. Cottrell, pp. 10-11, 25-28, 119-120.

When Egypt Ruled the East, G. Steindorff, pp. 3-4, 116-122.

Everyday Life in Ancient Egypt, J.M. White, pp. 151, 173-174, 134, 153, 161.

The First 3000 Years, C.B. Falls, pp. 78-79, 42-43, 52, 80.

Ancient Egypt, J.E.M. White pp. 86-95, 104.

The Cradle of Civilization, Time-Life, pp. 120-124, 129-136.

READING LIST -- COMMUNICATION: EARLY WRITING AND LANGUAGE

1. Read the following references in Exploring World History. pp. 3-4, 12, 18, 25, 43, 21, 36-37, 51, 58, 103, 116, 123-124, 129.

2. Read at least 20 pages which you select from the following references. Take notes on what you read including the source and the page numbers and hand them in to be checked by the teacher.

Communication from Stone Age to Space Age, HE. Neal, pp. 9-15, 20-21, 24-38, 89-95, 49-56.

The Tree of Language, H. & C. Laird, pp. 17-26, 27-35, 46-60.

The Twenty-Six Letters, O. Ogg, pp. 6=145.

The Wonderful World of Communication, L. Ohgben, pp. 6-20.

The Romans, A. Duggan, pp. 111-113, 72-74.

Ancient America, Time-Life, pp. 10-11, 80, 86, 125-126, 62, 65, 48-49, 118-119, 69-77.

Ancient Egypt, Time-Life, pp. 12, 141-142, 149-157, 143.

Life Under the Pharaohs, L. Cottrell, pp. 133-138, 144, 193.

Land of the Two Rivers, L. Cottrell, pp. 11-12, 78, 87-88, 29-39, 68-69.

Land of the Pharaohs, L. Cottrell, pp. 10-11, 25-28, 119-120.

Classical Greece, Time-Life, pp. 13-15, 34, 163, 36-38.

The First 3000 Years, C.B. Falls, pp. 78-79, 42-43, 52, 80.

Ancient Egypt, J.E.M. White, pp. 86-95, 104.

The Pyramids and Sphinx, Newsweek, pp. 106-107.

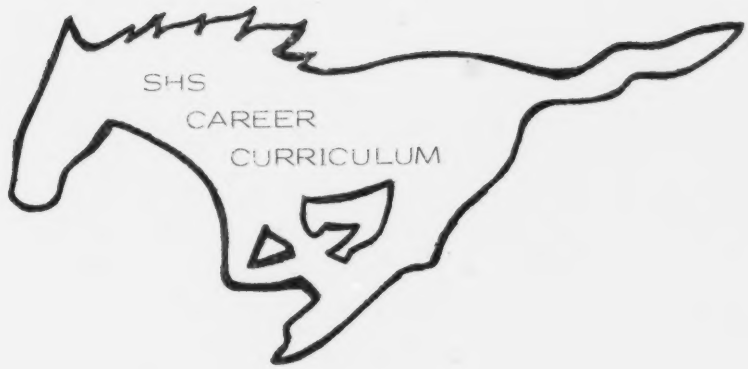
The Cradle of Civilization, Time-Life, pp. 129-136.

SAHUARITA HIGH SCHOOL

CAREER

CURRICULUM

PROJECT



COURSE TITLE: WORLD HISTORY

PACKAGE TITLE: LAW AND ORDER IN ANCIENT TIMES

BY

JUDY HOFFMAN

LAW AND ORDER IN ANCIENT TIMES

I. **PROBLEM.** Why do we have laws? For protection and order, many people would answer. When did this desire for order begin? We know that formal record of laws in a society was made as early as Babylonia and Assyria. Much can be learned about the development of societies by man through the study of their laws. Even such facts as class structure and the way people made their living can be discovered.

How do laws of ancient societies compare with those of our own? Are they more harsh or more lenient? We hear much today about the abolition of capital punishment. Did the death penalty exist in ancient times? What penalties were prescribed for various crimes? What actions were considered crimes? Is our conception of crime the same today as it was then?

II. Specific Objectives. When you complete this unit, you will be able to:

1. Describe in writing laws of ancient societies.

2. Compare in writing and orally the laws of at least 2 ancient societies.

3. Describe the concept of crime in ancient societies and compare it with that of today.

4. Describe in writing aspects of the lives (occupations, class structure, etc.) of people of ancient societies which can be determined from their laws.

III. Required Reading Material.

1. 32 Problems in World History. pp. 22-26, 40-45
   World History: The Clash of Ideas. pp. 8-13.

2. The Human Side of World History. pp. 1-2.

3. The Human Adventure, vol. I. pp. 24-26, 42-45, 58-61.

4. Men and Nations. pp. 41, 54-55.

5. Read 2 selections listed below, each about a different society.

   a. Everyday Life in Ancient Greece. C.E. Robinson. pp. 56-60.
      A Day in Old Athens. Davis. pp. 138-146.

b. Land of the Two Rivers. L. Cottrell pp. 74-75, 77.
Everyday Life in Ancient Egypt. J. M. White pp. 123-125.
Temples, Tombs and Hieroglyphs. B. Mertz p. 206.
Ancient Egypt. J. E. M. White pp. 47-51, 122-123.

c. Everyday Life in Ancient Rome. F. R. Cowell pp. 128-120, 134, 34, 98-99, 146.

d. The Cradle of Civilization. Time-Life. pp. 52-53, 81-82, 122, 102-103.

IV. Required Activities. Complete each of the following activities.

1. Answer the following questions in writing in your own words using the reading you have done.

1. How is it what the Babylonians could live according to the relatively short code of Hammurabi, while nations today have much more complicated legal systems?

2. Explain the laws which you think were severe in ancient times and compare them with laws for the same offenses today.

3. What do the ancient laws show about occupations in ancient societies? What kinds of occupations existed in ancient societies?

2. Write a well-organized paper comparing the Babylonian and Hebrew laws. Use specific examples from the reading and discuss the major emphasis of the laws of each society. (1-1 1/2 pp)

3. Choose 2 of the following activities.

1. With no more than 3 other people enact a scene which might have taken place in an ancient courtroom. Write up your dialogue to be turned in and duplicated so each person has a copy. Your scene should be as realistic as possible as well as imaginative. It should include enough educational facts to be of "redeeming social value". Costumes and props will be welcomed.

2. Read one of the following and write a paper discussing the Greek attitude toward law using examples from what you read.

Electra. Euripedes.

The Oresteian Trilogy. Aeschylus.

Medea. J. Anouilh.

Antigone. J. Anouilh.

Hecuba. Euripedes.

The Tojan Women. Euripedes.

Orestes. Euripedes.

Oedipus the King. Sophocles.

Oedipus at Colonus. Sophocles.

The Antigone. Sophocles.

3. Prepare a speech on the rights of Roman citizens as if you were a member of the Roman Senate. Give your speech to the class!

4. Read the case of the Speluncean Explorers. Compare the attitudes toward moral law presented in this case with those in ancient societies.

V. Test

VI. Extra Activities. If you wish to do extra activities for this unit, please see the teacher.

1. Books:

Ben Hur. L. Wallace.

QBVII. L. Uris.

The Robe. Lloyd C. Douglas.

The Silver Chalice. Thomas B. Costain.

2. Visit a courtroom trial in Tucson. Write a paper comparing the legal system you observed with the ancient ones you read about. (1-2 pages) Be as specific as you can about laws, procedure, etc. There are trials held on Saturday in some of the local courts.

Reading List - Law and Order in Ancient Times

1. Read the following pages in Exploring World History: pp. 19, 26, 64-65, 90, 103.

2. The Human Side of World History: pp. 1-2.

3. The Human Adventure, vol. I, pp. 24-26, 42-25, 58-61.

4. 32 Problems in World History: pp. 22-26, 40-45.

5. Everyday Life in Ancient Greece, C.E. Robinson, pp. 56-60.
Land of the Two Rivers, L. Cottrell, pp. 74-75, 77

SAHUARITA HIGH SCHOOL

CAREER

CURRICULUM

PROJECT

COURSE TITLE: WORLD HISTORY

PACKAGE TITLE: EARLY TRANSPORTATION

BY

JUDY HOFFMAN

EARLY TRANSPORTATION

I. PROBLEM. "Hey, can you get some wheels Saturday night?" is a common question among teenagers now. Transportation has always been of interest to people, but have people always had "wheels" or even a wheel? Can you say for certain when the wheel was invented? What did people do to move themselves and their belongings from one place to another before the wheel? Just how much does the ease or accessibility of transportation affect our lives? How did these factors affect ancient cultures? Just how easy was it to move if you didn't like where you lived? How easy was it to contact other cultres or trade with them? Transportation affected these as well as many other aspects of lives in ancient cultures.

II. Specific Objectives. After completing this unit:

1. You will be albe to compare the method of transportation before and after the invention of the wheel in writing or orally.

2. You will be able to explain in writing and orally why different types of transportation were useful and important to at least 2 ancient cultures.

3. You will be able to explain in writing and orally the similarities and differences between transportaion in ancient cultures and your own.

4. You will be able to explain in writing what occupations existed as a result of early transportation methods.

III. Required reading material.

1. Read the following pages in Men and Nations.

Prehistoric times -- pp. 9-11, 13
Egypt -- pp. 20, 29
Mesopotamia -- p. 40, 43, 50-52
India -- pp. 63, 65, 174
China -- pp. 70, 176
Greece -- pp. 85, 110, 113
Rome -- pp. 141, 159
America -- pp. 282-286

2. Read at least 20 pages which you select from the following references on transportation. Take notes and hand them in to be checked by the teacher.

Wheels, Wings and Water. C. Coombs. pp. 15-27.

Wheels. W. Owen. Life pp. 12-14, 18-26.

Wheels. E. Tunis. pp. 9-23.

Roman Roads. V. von Hagen.

Everyday Life in Prehistoric Times. M. & C.H.B. Quennell. pp. 214-14, 66, 92, 113, 115-16, 160-64, 172-77, 207-08.

The Morning of Mankind. R. Silverberg. pp. 161-62, 164-68, 178-80, 184-85, 188-89.

Land of the Pharaohs. L. Cottrell. pp. 29, 51.

Red Land, Black Land. B. Mertz. pp. 128-29, 223-4.

Life Under the Pharaohs. L. Cottrell. pp. 31-2, 180.

Everyday Life in Ancient Egypt. J.M. White. pp. 108-11, 147.

Ancient Britons. M. Howard. pp. 52-53.

A Day in Old Athens. Davis, pp. 104, 94-5, 9-10, 12-13.

Everyday Life in Roman and Anglo-Saxon Times. M. & C.H.B. Quennell. pp. 103-11, 174-78.

Everyday Life in Ancient Greece. C.E. Robinson, pp. 95-98.

Ancient America. J.N. Leonard. pp. 88-89, 119-20, 121-22, 130-31.

Ancient Crete. F. Wilkins. pp. 40, 100-02.

The Romans. A. Duggan. pp. 94, 99, 44-45, 39-40.

When Egypt Ruled the East. G. Steindorff. pp. 21-22, 50, 91, 98-99.

Everyday Life in Ancient Rome. F.R. Cowell. pp. 114-17, 141.

Classical Greece. Time-Life. pp. 88-89.

Imperial Rome. Time-Life. pp. 154-5, 17, 66-67 (map), 163-4.

Ancient Egypt. Time-Life. pp. 32-34, 42-43, 88-89.

Ancient China. Time-Life. pp. 166-7.

The First 3000 Years. C.B. Falls. pp. 39, 64, 66-67, 71, 76, 114 144, 150-51.

Young People's Story of the Ancient World. V,M. Hillyer. pp. 55,

IV. Required activities. Complete each of the following activities.

1. Participate in class discussions.

2. Answer the following questions and hand them in to the teacher to be checked.

1. Before the invention of the wheel, what alternatives to walking did man have?
2. How was the domestication of animals important in the development of transportation?
3. What was the fastest method of transportation to -- what was then considered -- distant places?
4. What jobs were created as new methods of transportation were developed?

3. Choose two of the following activities.

1. Make a neat, easily read chart on construction paper showing 4 different ancient cultures and the methods of transportation used by them. Include a column indicating the importance of transportation in the cultures.

2. Look at at least 2 of the following filmstrips and take notes to be handed in and checked by the teacher. The notes should only be on the parts of the filmstrip which have to do with transportation.

FS 16 Oldest Nation Egypt
FS 370 Athens
FS 98 The Great Age of Warrior Homeric Greece
FS 34 The Greek City-State
FS 28 The Augustan Age
FS 372 Life in Ancient Egypt
FS 255 The Incas

3. Write a newspaper article for the Sumer Herald Tribune about the invention of the wheel. Your article should discuss the importance of the invention and explain how the invention will change everyday life in Sumer. Use your imagination!

4. Write a proposal as if you were a Roman engineer about the importance of a vast network of roads to the unity of the Empire. Remember the phrase "all roads lead to Rome" used to be true!

4. Choose one of the following activities.

1. Write a short paper (1 1/2-2 pp) in which you discuss one ancient method of transportation and its importance to societies in which it was used. Include a list of sources (bibliography). Do not use encyclopedias except as background reading.

2. Write a short paper (1 1/2 - 2 pp) about the various types of occupations involved in early methods of transportation. Include a list of sources (bibliography).

3. Pick any one ancient civilization. Explain what methods were used, which ones were most important and why. Include a list of sources (bibliography). Do not use encyclopedias except as background reading.

4. Read two magazine articles dealing with transportation. Pick one about and ancient method of transportation and one about a modern method of transportation. Write a short paper (1 1/2-2 pp) comparing the ancient method with the modern one. Include points about convenience, importance to the society in which they are used and occupations created as a result of the use of that particular method of transportation. Use the Reader's Guide to Periodical Literature to find your articles. Articles about primitive transportation may especially be found in National Geographic. Turn in a bibliography.

V. Extra activities. If you would like to do extra activities to increase your understanding about the history of transportation in ancient cultures please see the teacher for suggestions.

Any novel in which transportation is used.

Atlas Shrugged. A. Rand.

The Octopus. F. Norris.

Fares Please. Miller.

Via Western Express and Stagecoach. Wiather.

READING LIST -- EARLY TRANSPORTATION

1. Read the following references from Exploring World History

1. Prehistoric -- p.5
2. Egypt -- pp. 9-10
3. Mesopotamia -- pp. 18, 24-25
4. Africa -- p. 44
5. America -- pp. 50-51
6. Greece -- pp. 58, 65
7. Rome -- pp. 97-98

2. Read at least 10 pages from the following references on transportation. Take brief notes and hand them in to be checked.

Land of the Pharaohs. L. Cottrell. pp. 29, 51.

The First Men in the World. A.T. White. pp. 139, 154, 169.

Everyday Life in Ancient Egypt. J.M. White. pp. 108-11.

Ancient Britons. M. Howard. pp. 52-3.

A Day in Old Athens. Davis. pp. 9-10, 12-14, 94-5, 104.

Everyday Life in Roman and Anglo-Saxon Times. M. & C.H.B. Quennell. pp. 103-11, 174-78.

Everyday Life in Ancient Greece. C.E. Robinson. pp. 95-98.

Ancient America. J.N. Leonard. pp. 88-89, 119-20, 121-22, 130-31.

Ancient Crete. F. Wilkins. pp. 40, 101-102.

The Romans. A. Duggan. pp. 94, 99, 44-45.

Classical Greece. Time-Life. pp. 88-89.

Imperial Rome. Time-Life. pp. 154-55, 17, 66-67 (map), 163-64.

Ancient Egypt. Time-Life. pp. 32-34, 42-43.

Ancient China. Time-Life. pp. 166-67.

The First 3000 Years. C.B. Falls. pp. 39, 64, 66-67, 71, 76, 114, 144, 150-51.

Young People's Story of the Ancient World. V.M. Hillyer. p. 55.

SAHUARITA HIGH SCHOOL

CAREER

CURRICULUM

PROJECT

COURSE TITLE: WOMEN IN WORLD HISTORY

PACKAGE TITLE: WOMEN IN THE MIDDLE AGES AND RENAISSANCE

BY

JUDY HOFFMAN

SAHUARITA HIGH SCHOOL

CAREER

CURRICULUM

PROJECT

COURSE TITLE: MIDDLE AGES AND RENAISSANCE

PACKAGE TITLE: EXPLORERS AND COLONISTS

BY

JUDY HOFFMAN

EXPLORERS AND COLONISTS

I. PROBLEM

From the time Marco Polo traveled to China, Europeans began to desire the riches and luxuries offered by the Far East. It was expensive to obtain these goods, however, for voyages east over land and sea were long. Only the very rich could purchase the spices and silks available from the Indies. In the 15th century when the Moslems captured Constantinople all trade with the Far East ceased.

Men began to look for other routes to the luxuries they desired. A new era began in which brave men began exploring routes unfamiliar to them. Some men had known sinch classical times that the world was not flat. However, they believed that there were only a few scattered islands between Europe and the East Indies.

What kind of man did it take to embark on a voyage into unknown waters? What motives were behind the exploration of strange parts of the world? What scientific achievements were necessary before man could sail uncharted waters? Who were the most important people in the Exploration Period? What did these explorers find? Were they the first men to travel west to reach the Indies or had men sailed west centuries before? What kind of people did the explorers encounter in their travels? How were these people treated?

II. SPECIFIC OBJECTIVES

When you finish this unit, you will be able to:

1. Explain in writing and orally the motives for exploration and colonization from 1400-1750.

2. List in writing the new scientific achievements of the 1400's necessary for exploration of uncharted waters at that time.

3. Describe in writing the treatment of conquered peoples by the Europeans.

III. REQUIRED READING MATERIAL

Men and Nations. pp. 302-304, 314-320

The Human Adventure, vol. I. pp. 172-174

The Human Side of World History. pp. 61, 78-79, 82-3, 84-5

The Human Side of American History, pp. 1-13

III. REQUIRED READING MATERIAL

Read each of the following references:

Exploring World History. pp. 194-196, 216-219, 223-225.

The Human Adventure, Vol. I. pp. 172-174.

The Human Side of World History. pp. 61, 78-79, 82-83, 84-85

The Human Side of American History. pp. 1-13

IV. EXTRA READING MATERIAL

For a deeper understanding of the material in this unit, read any of the following references and hand in notes for extra credit.

The Story of Leif Erickson. W.O. Steele.

Christopher Columbus, Mariner. S.E. Morison.

Discoverers of the New World. American Heritage.

Across the Sea, A Journal of Columbus's Voyage. G. Sanderlin

The Voyages of Christopher Columbus. A Sperry.

Spanish Explorers in the Southern United States. J.F. Jameson.

Columbus, Finder of the New World. R. Syme.

Francisco Coronado and the Seven Cities of Gold. R. Syme.

Coronado and the Discovery of the Southwest. A Grove Day.

Captain Cortes Conquers Mexico. Johnson.

The Course of Empire. B. DeVoto.

Cortes of Mexico. R. Syme.

The Conquistadores in North American History. P. Horgan.

The Age of Reconnaisance. J. H. Parry.

The Bold Conquistadores. I. Blacker.

Travel and Discovery in the Renaissance. B Penrose.

No Golden Cities. T. Nason.

Explorers and Settlers. R. Ferris.

Glory, God and Gold. P. Wellman.

Conquistadores and Pueblos. O. Hall-Quest.

The New World. Time-Life. pp. 8-47.

Who Discovered America? P. Lauber.

The Discovery of North America. W.P. Cumming.

Marco Polo. E.M. Preston

Columbus. B. Landstrom.

V. REQUIRED ACTIVITIES

Complete each of the following activities using the reading material:

1. Answer the following questions in writing in your own words.

    1. List 3 motives for exploration.

    2. List 1 explorer each from Spain, Portugal, and England and explain their importance.

    3. List new scientific achievements made and improvements in shipping which aided exploration.

2. Choose two of the following activies.

    1. Watch the filmstrip entitled The Age of Exploration and hand in notes for credit.

    2. Get a worksheet on Exploration and complete it using Men and Nations.

    3. Make a sketch of a carrack, the most common type of ship used for exploration.

    4. Draw a map showing the routes of ten explorers discussed in Men and Nations. Use different colors to indicate the routes they traveled.

3. Choose 1 of the following activities.

    1. Form a group no larger than 3 people. Discuss the following questions. Have one person take notes to be handed in for credit. Be sure to include the name of each person in the group.

        1. In what ways can today's space exploration be compared with the sea exploration that began in the late 1400's?

        2. Why were small numbers of Europeans able to dominate much larger native populations in the East Indies, India, and the Americas?

    2. Read one of the following articles and hand in an abstract with bibliographical information.

        "Down the Colorado" American Heritage, Oct. 1969. pp. 52-63, 83

WOMEN IN THE MIDDLE AGES AND RENAISSANCE

I. PROBLEM.

Women in the Middle Ages and Renaissance were considered the property of men. He was free to do whatever he wished with her. Women were often the victims of marriages meant to benefit their families. They were taught all the proper manners if they were part of the nobility, but were still very coarse at times. Peasant women worked as hard as their menfolk.

During the Renaissance even women were able to benefit from the renewed interest in learning. They formed educational societies and even practiced some medicine. Some women began to learn a trade to support themselves. They traveled more and influenced improvements in social behavior.

What were specific laws which pertained to women during this period? What types of occupations or professions could they participate in? What relationship did men and women have? How were the roles of women in the noble and peasant classes different? What were women's fashions like during the Middle Ages and Renaissance? Was make-up used then? What happened to women who were too independent?

II. SPECIFIC OBJECTIVES. When you finish this unit, you will be able to:

1. Describe in writing the role of women in the Middle Ages and Renaissance.
2. Explain in writing any changes in the role of women which occurred during the Renaissance.
3. Compare in writing the role of women in the Middle Ages and Renaissance with that of today.
4. Describe in writing any occupations held by women during the Middle Ages and Renaissance.

III. REQUIRED READING MATERIAL. Read each of the following references.

1. 32 Problems in World History. pp. 46-55.
2. The Human Side of World History. pp. 68-69.
3. The Human Adventure. vol. I. pp. 149-152.
4. The material included in the Study Guide.

IV. EXTRA READING MATERIAL. For a deeper understanding of the material in this unit, read any of the following references:

Life on a Medieval Barony. W.S. Davis. pp. 70-112.

Life in a Medieval City. Gies, J. pp. 47-57.

Age of Faith. Time-Life. pp. 112-113, 76, 86-87.

Age of Courts and Kings. P. Erlanger, pp. 64, 83-87, 120-1, 141-3, 183.

The Middle Ages. Horizon. pp. 20, 2, 4, 30, 37, 94-95, 100-4, 112-113, 119, 236, 249, 284, 183, 186.

Everday Life in Medieval Times. M. Rowling. pp. 72-93

Life in the Middle Ages. J. Williams. pp. 46-48, 76, 129

Age of Progress. Time-Life pp. 180-181, 18-20, 31, 63, 150, 154-155, 164, 77

Renaissance. Time-Life. pp. 55-56, 175, 59, 85, 92-93

The Renaissance. Horizon. pp. 345-359, 369-382.

V. REQUIRED ACTIVITIES. Using the reading material, complete each of the following activities.

1. Questions. Answer each of the following questions in writing in your own words.

    1. What was the relationship between men and women during this period of time?

    2. How could women improve their position?

    3. What were some of the occupations women held during the Renaissance?

2. Choose 2 of the following activities:

    1. Explain in a short research paper (2-3 pp.) how the role of women changed from the Middle Ages to the Renaissance.

    2. Prepare an attractive brochure on women's fashion in the Middle Ages and/or Renaissance.

    3. Read the article "Sophia of Russia," which you can obtain from the teacher. Write an abstract to be turned in.

4. Prepare an authentic looking page in the classified ads of items which illustrate aspects of the role of women in the Middle Ages and/or Renaissance. You might include clothing sale ads, help wanted, miscellaneous items for sale or trade, etc.

3. Choose 1 of the following activities:

1. Read Eleanor of Aquitaine by R. Pe oud. Write a short paper (2-3 pp.) discussing how Eleanor was typical or atypical of her times.

2. Read Joan of Arc by Williams. Write a short paper (2-3 pp.) on Joan's role in shaping history. Include a discussion on the part her role as a woman had to do with her mission and its success.

3. Read Camelot. Write a short paper on what this play illustrates about the aspects of a woman's life during the Middle Ages.

4. Read The Sixth Wife by J. Plaidy. Write a short paper on the women mentioned in the book and their place in society.

5. Make an attractive chart about occupations held by women in the Renaissance. Pictures and descriptions would be welcome.

VI. EXTRA ACTIVITIES. For suggestions for extra activities, please see the teacher.

Mary Queen of Scots. A. Fraser.

"James Cook: The Conquest of the Pacific." Mankind. Vol. 2, No. 7, pp. 58-67.

"Magellan's Voyage." American Heritage. Oct. 1969 64-75.

"The Ordeal of Cabeza de Vaca." American Heritage Dec. 1960 pp. 32-37 78-82

"Christopher Columbus, Mariner" American Heritage. Dec. 1955, pp. 72-94.

"The Negro Who Went to the Pole withPeary." American History Illustrated. Part I. April 1966. pp. 4-11, 52-55 and Part II. May, 1966. pp. 46-51.

"De Soto and the Golden Road" American Heritage. Aug. 1955. pp. 32-37, 102-3

"LaSalle on the Mississippi" American Heritage. April 1957. pp. 4-19, 71-91.

"The Legend of the White God and the Conquest of the Aztecs" Mankind. Vol. 3, No. 4. pp. 26-31, 64-66.

3. Write a news story titled "A New Land Has Been Found." for a newspaper of a European colonial country in the 1500's or 1600's. Explain to your readers why this event is important to them.

4. Give an oral report to the class on cartography and navigation during the Age of Exploration. Check books on the history of transportation for your sources.

5. Give the play "Unfinished Journey" to the class. There are 6 parts in the play.

6. Read magazine article on space exploration. Turn in a short paper (1 page) comparing exploration today with exploration in the 1400's and 1500's. Turn in the bibliographical information on the magazine article you read.

4. Take Post Test.

VI. EXTRA ACTIVITIES

For extra activities for this unit, please see the teacher.

The King's Fifth. O'Dell.

The following material has been deleted: Map exercises.

SAHUARITA HIGH SCHOOL

CAREER

CURRICULUM

PROJECT

COURSE TITLE: BUSINESS IN THE MIDDLE AGES AND RENAISSANCE

PACKAGE TITLE: THE RISE OF A MIDDLE CLASS

BY

JUDY HOFFMAN

BUSINESS IN THE MIDDLE AGES AND RENAISSANCE --

The Rise of a Middle Class

I. PROBLEM.

After centuries of trading all around the Mediterranean Sea, the barbarian invasions and the fall of the Roman Empire brought a stop to all contact through trade between Europe and the Near East. Europe fell into chaos and government was practically non-existent. Strong Germanic tribes were able to control some areas, for a time, but for the most part there was no strong central government and in the absence of such a unifying force, feudalism became the way of life for everyone.

In this system each manor was practically self-sufficient. Everything that people who lived on the manor needed was produced right there, so there was little need to trade withother peoples. What were the factors which made this independence of each manor necessary? What were the occupations of those people who lived on the manor? What was the economic structure of the manor?

In 1095, though, came a cry for a crusade to free the Holy Land from the Arabs. Nobles quit fighting each other and united against a common enemy. Other motives contributed to the numbers who traveled to the Mid-East and among these was the chance for business gain by European merchants. Items which were rare and could not be produced in Europe could be found in the Holy Land. Over the centuries during which the Crusades lasted many new products were introduced into Europe and trade increased. Italy became important in trade with the Near and Far East. Towns began to grow again and organizations called guilds were formed to protect the interests of laborers and merchants. How did these organizations compare with labor unions of today? What effect did all of these developments have on the class structure and feudalism? What new occupations developed? What businesses were profitable at this time?

What people were influential in the growth of trade and business during the Middle Ages and Renaissance? There were families who were important in the economy of the newly developed nations of the Renaissance. Some of these included the Medici of Italy and the Fuggers of Germany. Business had developed from a small operation by individuals to a large operation requiring the raising of huge amounts of money. What new organizations were created to meet this demand? What business opportunities were created by the discovery and exploration of the Western Hemisphere? What was mercantilism, a new theory of trade developed during the 1500's? What new items were obtained from the Western Hemisphere for sale in Europe? What effect did colonies have on trade? What countries were most active in the revived trade of this period?

What factors were responsible for the change between business of the Middle Ages and that of the Renaissance and Exploration period? How much had business changed from the begninning to the end of this period? What effect had these

changes had on other parts of society such as class structure?

II. SPECIFIC OBJECTIVES. When you finish this unit, you will be able to:

1. Describe in writing business opportunities including such factors as occupations, trade and manufacturing as well as the extent of the influence of trade in medieval times.

2. Explain in writing the importance of the Crusades in the revival of trade in Europe.

3. Describe in writing the business opportunities which existed during the period of the Renaissance and Exploration.

4. Compare in writing types of business ventures and their effect on society in the Middle Ages and in the Renaissance with each other and with the present time.

5. Express an appreciation for the ability of people to adapt to new situations, influences and business opportunities and for the ability of people to invent ways to take advantages and make the most of these opportunities.

III. REQUIRED READING MATERIAL.

1. Men and Nations. pp. 200-202, 207, 216-234, 333-347.

2. Human Adventure, volume I. pp. 119-126.

3. The material in the study guide.

4. Daily Living in the Twelfth Century. pp. 133-158.

IV. EXTRA READING MATERIAL. For a deeper understanding of the material of the material in this unit, read any of the following references:

The Renaissance. W. Durrant. pp. 67-73, 280-284, 588-590.

The Renaissance. M. Gain. pp. 72-91.

Everday Life in Medieval Times. M. Rowling. pp. 49-71.

Life in a Medieval City. J. and F. Gies. pp. 76-108.

Life on a Medieval Barony. W.S. Davis. pp. 343-372.

Age of Courts and Kings. P. Erlanger. pp. 39-43, 57-58, 73, 80, 110-112, 118-119, 203-204, 252-253, 290.

The Age of Chivalry. National Geographic Society. pp. 330-369, 299-320.

Renaissance, Time-Life. pp. 31-32, 75-84, 15-16.

The World Awakes. P.S. Brooks. pp. 9-10, 16-17, 87-89.

Life in the Middle Ages. J. Williams. pp. 51-9.

Everday Life in Byzantium. T. Rice. pp. 121-140.

English Social History. G.M. Trevelyan. pp. 27, 33-40, 85-87.

The Middle Ages. Horizon. pp. 158-187.

Daily Living in the Twelfth Century. V.T. Holmes, Jr. 133-158.

IV. REQUIRED ACTIVITIES. Complete each of the following activities using the material you have read for the Study Guide.

1. Answer the following questions in writing using your own words.

    1. List 3 occupations common during medieval times.
    2. Explain the importance of the Crusades in the revival of trade in Europe.
    3. List 3 business opportunities during the Renaissance period.

2. Choose 1 of the folloiwng activities:

    1. Using information you have read for this unit and any information you can find in current magazines (Reader's Guide to Periodical Literature), write an essay on the following topic: During the Middle Ages, markets and fairs helped break down the separateness of various regions. Do international fairs and trade serve the same purpose today? (2-3 pp.)

    2. Write an editorial for the Kiev Times about the effect of the opening of new trade routes by Italian ports on the trade to Kiev. Your editorial should be factual and thoughtful and should reflect information on the subject which you can find.

3. Write an essay on whether you agree or disagree with the mercantilistic theory as it applied to a nation's wealth. Explain your views using examples to support your ideas. (I should be able to tell from your paper that you understand the mercantilistic theory).

4. Write a paper comparing the types of business ventures and their effect on society in the Middle Ages with those in the Renaissance.

3. Choose 2 of the following activities:

1. Write a short essay in support of usury during the Middle Ages. Use examples to support your ideas.

2. Prepare an attractive travel brochure for people living in Medieval Europe advertising a journey to the Byzantine Empire.

3. Prepare a series of advertisements for a local newspaper for job opportunities in either the Middle Ages or the Renaissance. Make them as realistic as possible.

4. Prepare an attractive travel brochure for people living in Europe during the Renaissance and Exploration advertising a journey to the New World.

V. EXTRA ACTIVITIES

For extra activities on this unit, please see the teacher.

The Privateer

The Jungle

ART AND LITERATURE IN ANCIENT TIMES

I. PROBLEM. Art and literature developed in the ancient civilizations have remained very important even in present times. Not only have they influenced art and literature of later times, but they are valued for their ingerent beauty and importance. The refinement in art can be seen in Greek sculpture and architecture. The thoughts of Greek philosophers remain with us even today. Greek drama is still performed and enjoyed by everyone. The creative themes in their plays have been utilized again and again by other playwrights.

The Romans were important in the preservation of Greek culture in addition to to having their own artists such as the great poet Vergil who write the Aenid. The Egyptian and Indian cultures also made important contributions to art, architecture and literature. Even earlier cultures such as the Cradeans developed beautiful architecture.

What early civilizations made contributions in art, architecture and literature? What contributions did they make? How did civilizations influence each other in the arts? How are we influenced today by contributions made in ancient times? Were artists of all kinds (painters, sculptors, dramatists, philosophers, architects, etc.) supported by the fovernment, or were they forced to compete with other occupations to make a living? How does their situation with regard to support compare with artists today? Who were the greatest artists of ancient times?

II. SPECIFIC OBJECTIVES

When you finish this unit you will be able to:

1. Explain in writing which ancient civilizations made important contributions in art, architecture, drama and literature (including philosophy).

2. Describe in writing what the major contributions were in each major ancient civilization.

3. Identify examples of painting, sculpture and architecture developed in ancient civilizations.

4. Identifv and match with their major contributions the principal figures in philosophy, drama and literature.

5. Explain in writing how the contributions in the arts in ancient civilizations influenced each other and how they influence us today.

III. REQUIRED READING MATERIAL.

Read each of the following references carefully and/or study the illustration (whichever is applicable).

1. Men and Nations pp. 29-33, 40, 46, 49, 55, 58, 62-63, 73, 75-76, 86-88, 90-91, 93, 100, 108, 111-118, 119-120, 123, 126, 133, 139, 142, 144-145, 152, 155, 162-164, 169, 171-173, 179-182.

2. The Human Adventure, vol. I. pp. 42-45, 48-51

3. The Human Side of World History, pp. 3, 8-9, 10, 22-23, 29, 34, 40.

IV. REQUIRED LOOKING.

Look up and study works by each of the following artists. Where a particular work is specified make sure you find that example, otherwise just examine style characteristics. It will be helpful to read the text material in the books pertaining to each artist and his work. Turn in a 1-2 page discussion of your reactions to what you have seen.

Cave paintings

Stonehenge

Egyptian pyramids

Egyptian sculpture - Prince Rahotip and His Wife Nofret

- Cover of the Coffin of Tutankhamen

Sumerian Art - Billy Goat and Tree

Persian Art

Minoan and Myceanaean Art - The Lion Gate

Greek Art - Venusde Milo, The Dying Warrior, The Parthenon, The Discus Thrower, The Apollo Belvedere, Dying Gaul

Roman Art - The Colosseum, A Roman Patrician with Busts His Ancestors, Lower Portion of the Column of Trajan, Equestrian Stateu of marcus Arirelius, Constantine the Great.

Early Christian Art

Byzantine Art - Hagia Sophia, St. Mak's in Venice, Interior view of Sant' Apollinare in Classe Ravenna.

Indian Art

Chinese Art - works in jade, sculpture

V. EXTRA READING MATERIAL. For a deeper understanding of the material in this unit, read any of the following references.

ART:

Greek Sculpture. J. Barron.

Art Through the Ages. H. Gardner. pp. 31-216, 511-532, 540-550

Arts of China. Horizon.

The Art of India. S. Glubok

History of Art. H.W. Janson. pp. 18-184.

The Encyclopedia of Art. E. Munro. pp. 10-104

Primitive Art. F. Boas.

Made in Ancient Egypt. Price.

Made in Ancient Greece. Price

The Classical World. D. Strong.

The Age of Hellenism. T.B.L. Webster.

LITERATURE:

The Roman Way. E. Hamilton.

The Aenid. Virgil.

The Classical Age. L. Casson

The Greek Way. E. Hamilton.

The Oresteian Trilogy. Aeschylus

Electra. Eurpipedes.

Euripedes IV. Euripedes.

Euripedes II. Euripedes.

Euripedes III. Euripedes.

Three Great Plays of Euripedes. Euripedes.

The Oedipus Plays of Sophocles. Sophocles.

The Antigone. Sophocles.

Oedipus the King. Sophocles

Sophocles II. Sophocles.

The Iliad and Odyssey of Homer. Church.

The Siege and Fall of Troy. R. Graves.

The Iliad. Homer.

The Odyssey. Homer.

The Republic. Plato.

The Wisdom and Ideas of Plato. Plato.

Dialogues of Plato. Plato.

The Romance of Philosophy. J. Choron. pp. 1-52.

The Story of Philosophy. W. Durant. pp. 1-95.

Understanding the Great Philosophers. H. Thomas. pp. 15-154.

VI. REQUIRED ACTIVITIES. Complete each of the following activities Using the reading material.

1. Questions. Answer each of the following questions in your own words in writing.

    1. What subjects did artists and sculptors deal with in ancinet times? Give specific examples.

    2. What are the Vedas? What period in Indian history is known as the Vedic Age?

    3. What were 4 main characteristics of Greek Art?

    4. What were the chief characteristics described in Plato's Republic?

    5. Describe at least 3 basic features of Greek drama.

    6. Name 3 important Roman writers, and describe the writings of each.

2. Choose 2 of the following activities.

    1. Draw a sketch of a Greek temple - for example, the Parthenon.

2. Watch at least 3 of the following filmstrips. Hand in notes on the material pertaining to this unit.

   Egypt's Eras of Splendor
   Ancient Egypt
   Athens
   The Great Age of Warrior Homeric Greece
   The Glory of Athens
   The Greek City-State
   Rome the Eternal City, part I - Kings & Consuls
   Rome the Eternal City, part II - The Emperors

3. Write a short (1 page) defense of Socrates, to be used at his trial.

4. Write a short (1-1 1/2 pp.) essay on how we are influenced today by the art and literature of ancient times. Use specific examples of observations from your own everyday surroundings to support your ideas.

5. Prepare an attractive chart illustrating the major contributions in art and literature from at least 4 ancient civilizations.

3. Choose at least one of the following activities:

1. Read any Greek play. Write an essay (2-3 pages) on its relevance to modern times - note the themes and ideas which are important regardless of when the play was written.

2. Prepare a well-organized presentation of ancient art to be given to the class (15 minutes). You may show examples from several civilizations or from just one. You should develop a theme to tie your presentation together.

3. Study photographs of Egyptian gods and pharoahs and of murals depicting daily life in Egypt. Draw similar pictures for the bulletin board.

4. Form a group of no more than 3 people. Discuss the following questions carefully. Have one person take notes to be handed in.

   1. Socrates taught that a person is wise if he knows that he does not know everything. Do you agree or disagree with this definition of wisdom.
   2. Who was to control Plato's ideal government? Do you think such a government is possible, and if so, would you like to live

under it?

3. Hellenistic Greeks valued knowledge for its own sake and had little interest in its application. Do you think knowledge in the United States is pursued for its own sake or only for its practical application?

4. What were the teachings of the Stoic and Epicurean philosophers? Which one of these philosophies do you prefer? Justify your choice.

4. Take the Post Test.

VII. EXTRA ACTIVITIES. For suggestions for extra activities, please see the teacher.

"Our First Look at Greek Wallpainting." M. Napoli. Horizon. Autumn, 1970. p.22.

"Secrets of the Great Pyramid." P. Tompkins. Horizon. Winter, 1971. p. 38.

"Golden Links to the Bronze Age." E. Vermeule. Horizon. winter, 1971. p. 50.

"Daedelus and I." M. Ayrton. Horizon. Spring, 1970. p. 56

ART AND LITERATURE IN ANCIENT TIMES - REQUIRED READING MATERIAL

Exploring World History - pp. 10-12, 19, 38, 59, 76-79, 102-103

The Human Adventure - vol. I. pp. 42-45, 48-51

The Human Side of World HIstory. pp. 3, 8-9, 10, 22-23, 29, 34,

SAHUARITA HIGH SCHOOL

CAREER

CURRICULUM

PROJECT

COURSE TITLE: ART, MUSIC AND LITERATURE

PACKAGE TITLE: MIDDLE AGES AND RENAISSANCE

BY

JUDY HOFFMAN

RT, MUSIC AND LITERATURE - MIDDLE AGES AND RENAISSANCE

. PROBLEM. Throughout the past, art, music and literature have expressed the values and interests of mankind. During the Middle Ages and Renaissance this was especially true. The Middle Ages as a period in which man was more interested in life after death and in his religion than he was in his life while on earth. The art and literature of the times expresses these interests. Also, e was prone to fantasy rather than reality. Perhaps the harsh eality of life was too much to bear. The legends of King Arthur illustrate the interest in fantastic feats of bravery. The art of he time is primarily religious and unconcerned with accurate portrayal of the human figure.

In the Renaissance, however, the renewed interest in learning and in man's life on earth brought about art and literature which eflected these interests. The works of classical times (Greece and ome) were studied again. The interests of the artists and writers of this time were wide and varied, just as long as they pertained o man on earth. The art of the Renaissance was some of the best he world has seen. Painters and sculptors created beauty all over Europe.

Why were interests in the Middle Ages so limited? What caused en of the Renaissance to be so creative? Who were the great artists of the Middle Ages and Renaissance? What were the major areas of interest for Renaissance writers? What did Renaissance artists paint nd sculpt? How did the artists and writers of the Renaissance upport themselves? Did they ever have to abandon their principal interests in order to support themselves?

I. Specific Objectives. When you finish this unit, you will be able to:

. Compare and contrast in writing the motivating forces for art nd literature in the Middle Ages and Renaissance.

. Identify great works of art from the Middle Ages and Renaissance.

3. Explain in writing the varied interests of Renaissance artists nd writers.

4. Give in writing examples of how Renaissance artists and writers supported themselves.

. Explain in writing the important ideas expressed by at least 1 Renaissance writer and one writer in the Middle Ages.

. Identify important pieces of music from this period of time.

III. Required Reading Material. Read each of the following references:

1. Men and Nations. pp. 201-202, 206, 221, 226, 229-234, 240, 248-9, 252, 254, 292-299, 301, 317, 332.

2. The Human Adventure, volume I. pp. 155-163, 167-172

3. The Human Side of World History. pp. 54, 55, 76, 81, 82.

IV. Required Looking. Look at and study workd of art from the Middle Ages and Renaissance as listed below. Where a particular work is named, be sure you could recognize and identify it by name and artist. Turn in a 1-2 page discussion of your reactions to the works of the Middle Ages and Renaissance. It would be helpful to read the text in the books which pertain to the works.

The Middle Ages:

Early Medieval Art

Romanesque Art -- Tournai Cathedral; Portrait of a Physician.

Gothic Art -- Notre Dame, Paris; The Road to Calvary, Martini; Madonna Enthroned, Giotto.

The Renaissance:

Late Gothic

The Early Renaissance in Italy -- Donatello, David
Botticelli
Masaccio
Ghirlandaio, An Old Man and His Grandson

The High Renaissance -- Leonardo da Vinci, Mona Lisa
The Last Supper
Michelangelo, Moses
David
The Creation of Adam
Raphael
Titian, The Man with the Glove
Tintoretto, Christ Before Pilate
El Greco, The Burial of Count Orgaz
Carravagio

Baroque:

Peter Paul Rubens, The Garden of Love
Anthony van Dyck
Frans Hals, The Jolly Toper

2

Rembrandt, Return of the Prodigal Son
Diego Velasquez, Maids of Honor
Thomas Gainsborough
Bernini

V. Required Listening. Listen to each of the following works. Read the literature which accompanies the records and hand in a short paragraph discussing how the music reflects the times of the composers.

"From the Renaissance" -- Time-Life Records

Elizabethan Songs and Dances. Side 2. Bands 2, 4 and 5. Guide, pp. G8-11.

Buxtehude, "Prelude and Fugue in G Minor." Side 3, Band 1. Guide, pp. G12.

Monteverdi, "Gloria." Side 4, Band 2. Guide, pp. G18-20.

Madrigals, Chansons and Instrumental Music. Side 5, Bands 1 and 5. Guide, pp. G20-21, G24.

VI. Extra Reading Material. For a deeper understanding of the material in this unit, read any of the following references:

Art:

History of Art. H.W. Janson. pp. 184-452.

Renaissance Painting. F. Russoli.

A New World History of Art. S. Chenez. pp. 269-522.

Art Through the Ages. H. Gardner. pp. 217-443.

Encyclopedia of Art. E. Munro. pp. 108-203.

The Medieval World. P. Kidson.

Michelangelo. L. Goldscheider.

Great Cathedrals. Horizon.

Gainsborough. E. Ripley.

The World of Gainsborough. J.M. Leonard.

Rembrandt. E. Ripley.

The Worldof Rembrandt. R. Wallace.

The World of Rubens. C.V. Wedgewood.

The World of Leonardo. R. Wallace.

The World of Michelangelo. R. Coughlan.

Literature: any of the works of:

Spenser
Shakespeare
Chaucer
St. Thomas Acquinas
Rabelais
Machiavelli
Thomas More

VI. Required Activities. Using the reading material, complete each of the following activities.

1. Answer the following questions in writing in your own words.

    1. How did medieval universities originate? Why do you think the Church might have preferred the writings of St. Thomas Acquinas to those of Peter Abelard?

    2. What were some characteristics of Gothis Churches?

    3. How were motivating forces for art and literature different in the Renaissance and Middle Ages?

    4. Explain how Humanism moved northward. How did Erasmus, Rabelais and More reflect its spirit?

    5. Give 2 examples illustrating the varied interests of Renaissance artists and writers.

    6. Did artists of the Middle Ages and Renaissance depend on their talent to support themselves? Explain.

2. Choose at least one of the following activities.

    1. Read either The Agony and the Ecstasy or I, Michelangelo, Sculptor, by Irving Stone. Fill out a critique form. Include a discussion of how Michelangelo supported himself.

    2. Read 32 Problems in World History, pp. 56-61 or pp. 93-98 and discuss the questions which precede the article with the teacher.

    3. Read any 2 of the following magazine articles and turn in abstracts with bibliographical information.

        "Frans Hals, the ARtist as a Bohemian." R. Merrill. Mankind. Vol. 2, #1. pp. 70-77.

"Shelter for a Dark Age.: B. Rudofsky. Horizon. Spring, 1971. p. 62.

"Bernini." S. Gramont. Horizon. Spring, 1969. pp. 34-47.

"The Mad World of Hieronymus Bosch." G. Highet. Horizon. Spring, 1970. p. 66.

"The Tempesta Puzzle." R. McMullen. Horizon. Spring, 1971. pp. 94-103.

"The Humanists." V. Cronin. Horizon. Winter, 1971. pp. 80-103.

"The Duty of the Prince is Magnificence." M. Bishop. Horizon. Autumn, 1970. pp. 54-79.

"Hans Memling's Christmas Pageant." S. Tomkievicz. Horizon. Winter, 1972. pp. 20-31.

VII. Extra Activities. For suggestions for extra activities, please see the teacher.

ART AND LITERATURE IN ANCIENT TIMES

I. PROBLEM. Art and literature developed in the ancient civilizations have remained very important even in present times. Not only have they influenced art and literature of later times, but they are valued for their ingerent beauty and importance. The refinement in art can be seen in Greek sculpture and architecture. The thoughts of Greek philosophers remain with us even today. Greek drama is still performed and enjoyed by everyone. The creative themes in their plays have been utilized again and again by other playwrights.

The Romans were important in the preservation of Greek culture in addition to to having their own artists such as the great poet Vergil who write the Aenid. The Egyptian and Indian cultures also made important contributions to art, architecture and literature. Even earlier cultures such as the Cradeans developed beautiful architecture.

What early civilizations made contributions in art, architecture and literature? What contributions did they make? How did civilizations influence each other in the arts? How are we influenced today by contributions made in ancient times? Were artists of all kinds (painters, sculptors, dramatists, philosophers, architects, etc.) supported by the fovernment, or were they forced to compete with other occupations to make a living? How does their situation with regard to support compare with artists today? Who were the greatest artists of ancient times?

II. SPECIFIC OBJECTIVES

When you finish this unit you will be able to:

1. Explain in writing which ancient civilizations made important contributions in art, architecture, drama and literature (including philosophy).

2. Describe in writing what the major contributions were in each major ancient civilization.

3. Identify examples of painting, sculpture and architecture developed in ancient civilizations.

4. Identifv and match with their major contributions the principal figures in philosophy, drama and literature.

5. Explain in writing how the contributions in the arts in ancient civilizations influenced each other and how they influence us today.

III. REQUIRED READING MATERIAL.

Read each of the following references carefully and/or study the illustration (whichever is applicable).

1. Men and Nations pp. 29-33, 40, 46, 49, 55, 58, 62-63, 73, 75-76, 86-88, 90-91, 93, 100, 108, 111-118, 119-120, 123, 126, 133, 139, 142, 144-145, 152, 155, 162-164, 169, 171-173, 179-182.

2. The Human Adventure, vol. I. pp. 42-45, 48-51

3. The Human Side of World History, pp. 3, 8-9, 10, 22-23, 29, 34, 40.

IV. REQUIRED LOOKING.

Look up and study works by each of the following artists. Where a particular work is specified make sure you find that example, otherwise just examine style characteristics. It will be helpful to read the text material in the books pertaining to each artist and his work. Turn in a 1-2 page discussion of your reactions to what you have seen.

Cave paintings

Stonehenge

Egyptian pyramids

Egyptian sculpture - Prince Rahotip and His Wife Nofret

- Cover of the Coffin of Tutankhamen

Sumerian Art - Billy Goat and Tree

Persian Art

Minoan and Myceanaean Art - The Lion Gate

Greek Art - Venusde Milo, The Dying Warrior, The Parthenon, The Discus Thrower, The Apollo Belvedere, Dying Gaul

Roman Art - The Colosseum, A Roman Patrician with Busts His Ancestors, Lower Portion of the Column of Trajan, Equestrian Stateu of marcus Arirelius, Constantine the Great.

Early Christian Art

Byzantine Art - Hagia Sophia, St. Mak's in Venice, Interior view of Sant' Apollinare in Classe Ravenna.

Indian Art

Chinese Art - works in jade, sculpture

V. EXTRA READING MATERIAL. For a deeper understanding of the material in this unit, read any of the following references.

ART:

Greek Sculpture. J. Barron.

Art Through the Ages. H. Gardner. pp. 31-216, 511-532, 540-550

Arts of China. Horizon.

The Art of India. S. Glubok

History of Art. H.W. Janson. pp. 18-184

The Encyclopedia of Art. E. Munro. pp. 10-104

Primitive Art. F. Boas.

Made in Ancient Egypt. Price.

Made in Ancient Greece. Price

The Classical World. D. Strong

The Age of Hellenism. T.B.L. Webster.

LITERATURE:

The Roman Way. E. Hamilton.

The Aenid. Virgil.

The Classical Age. L. Casson

The Greek Way. E. Hamilton.

The Oresteian Trilogy. Aeschylus

Electra. Eurpipedes.

Euripedes IV. Euripedes.

Euripedes II. Euripedes.

Euripedes III. Euripedes.

Three Great Plays of Euripedes. Euripedes.

The Oedipus Plays of Sophocles. Sophocles.

The Antigone. Sophocles.

Oedipus the King. Sophocles.

Sophocles II. Sophocles.

The Iliad and Odyssey of Homer. Church.

The Siege and Fall of Troy. R. Graves.

The Iliad. Homer.

The Odyssey. Homer.

The Republic. Plato.

The Wisdom and Ideas of Plato. Plato.

Dialogues of Plato. Plato.

The Romance of Philosophy. J. Choron. pp. 1-52.

The Story of Philosophy. W. Durant. pp. 1-95.

Understanding the Great Philosophers. H. Thomas. pp. 15-154.

VI. REQUIRED ACTIVITIES. Complete each of the following activities using the reading material.

1. Questions. Answer each of the following questions in your own words in writing.

    1. What subjects did artists and sculptors deal with in ancinet times? Give specific examples.

    2. What are the Vedas? What period in Indian history is known as the Vedic Age?

    3. What were 4 main characteristics of Greek Art?

    4. What were the chief characteristics described in Plato's Republic?

    5. Describe at least 3 basic features of Greek drama.

    6. Name 3 important Roman writers, and describe the writings of each.

2. Choose 2 of the following activities.

    1. Draw a sketch of a Greek temple - for example, the Parthenon.

2. Watch at least 3 of the following filmstrips. Hand in notes on the material pertaining to this unit.

   Egypt's Eras of Splendor
   Ancient Egypt
   Athens
   The Great Age of Warrior Homeric Greece
   The Glory of Athens
   The Greek City-State
   Rome the Eternal City, part I - Kings & Consuls
   Rome the Eternal City, part II - The Emperors

3. Write a short (1 page) defense of Socrates, to be used at his trial.

4. Write a short (1-1 1/2 pp.) essay on how we are influenced today by the art and literature of ancient times. Use specific examples of observations from your own everyday surroundings to support your ideas.

5. Prepare an attractive chart illustrating the major contributions in art and literature from at least 4 ancient civilizations.

3. Choose at least one of the following activities:

   1. Read any Greek play. Write an essay (2-3 pages) on its relevance to modern times - note the themes and ideas which are important regardless of when the play was written.

   2. Prepare a well-organized presentation of ancient art to be given to the class (15 minutes). You may show examples from several civilizations or from just one. You should develop a theme to tie your presentation together.

   3. Study photographs of Egyptian gods and pharoahs and of murals depicting daily life in Egypt. Draw similar pictures for the bulletin board.

   4. Form a group of no more than 3 people. Discuss the following questions carefully. Have one person take notes to be handed in.

      1. Socrates taught that a person is wise if he knows that he does not know everything. Do you agree or disagree with this definition of wisdom.
      2. Who was to control Plato's ideal government? Do you think such a government is possible, and if so, would you like to live

under it?

3. Hellenistic Greeks valued knowledge for its own sake and had little interest in its application. Do you think knowledge in the United States is pursued for its own sake or only for its practical application?

4. What were the teachings of the Stoic and Epicurean philosophers? Which one of these philosophies do you prefer? Justify your choice.

4. Take the Post Test.

VII. EXTRA ACTIVITIES. For suggestions for extra activities, please see the teacher.

"Our First Look at Greek Wallpainting." M. Napoli. Horizon. Autumn, 1970. p.22.

"Secrets of the Great Pyramid." P. Tompkins. Horizon. Winter, 1971. p. 38.

"Golden Links to the Bronze Age." E. Vermeule. Horizon. winter, 1971. p. 50.

"Daedelus and I." M. Ayrton. Horizon. Spring, 1970. p. 56

ART AND LITERATURE IN ANCIENT TIMES - REQUIRED READING MATERIAL

Exploring World History - pp. 10-12, 19, 38, 59, 76-79, 102-103

The Human Adventure - vol. I. pp. 42-45, 48-51

The Human Side of World HIstory. pp. 3, 8-9, 10, 22-23, 29, 34,

SAHUARITA HIGH SCHOOL

CAREER

CURRICULUM

PROJECT

COURSE TITLE: WOMAN'S PART IN WORLD HISTORY

PACKAGE TITLE: WOMEN'S LIBERATION MOVEMENT

BY

JUDY HOFFMAN

WOMEN'S LIBERATION MOVEMENT

I. PROBLEM. In the last few years, women have decided that their place in society is not what it should be. What with the emphasis on zero population growth, it is not so much the role of women to stay at home, bear children and raise them anymore. Rather, women are demanding a role in society equal to that of men. They want to be eligible for all jobs is qualified and paid on an equal basis with men doing comparable work. Many women are rebelling against the traditional role of homemaker by demanding that their husbands share housekeeping responsibilities, especially is the wives have a career. In effect, women want to be able to choose their place in society rather than having their role thrust upon them.

What effects has this new attitude had on the rest of society? Fashions, politics, laws, morals, marriages as well as the careers of men and women have all been affected. Even advertising (You've come a long way, baby") has changed in response to the new awareness of women.

What started the woman's lib movement? What people have been instrumental in setting the sparks? What conditions in our society made the movement catch on? Where has it been most successful? Just how has the women's lib movement affected other areas of life besides at work or in the home? What percentage of women are militant in their devotion to the movement and how many just sympathize quietly with its ideals? How do you feel about the trend? How far should woman's lib go? Should women serve in combat positions in the armed forces as they do in Israel?

II. Specific Objectives. When you finish this unit you will be able to:

1. List in writing the goals of the woman's liberation movement?

2. Explain in writing what areas of life have been affected and how. (occupations, advertising, fashions, etc.)

3. Compare in writing the role of women in the U.S. today with the role of women in other parts of the world.

4. Express your stand on the role of women in modern society.

III. Required Reading Material. Read each of the following assignments.

1. Read at least one magazine article on each of the following topics:

woman-equal rights
woman-legal status
woman-occupations (job discrimination-or pick an occupation)

woman's liberation movement
women's fashion (look under clothing)

2. Read towo magazine articles on women in any other country. Look up "Women - (Country name)"

IV. Extra Reading Material. For a deeper understanding of the material in this unit read any of the following books.

Everyone was Brave. W. O'Neill.
The Female Eunuch. Germaine Greer
Century of Struggle. E. Flexner
The Feminine Mystique. B. Friedan
Women in Espionage. J.B. Hutton
Sisterhood is Powerful. R. Morgan

V. Required Activities. Using the reading material complete each of the following activities.

1. Questions.

1. List 3 goals of the woman's liberation movement.

2. Have a media (TV, radio, newspapers, magazines) influenced the woman's lib movement? Explain.

2. Choose 2 of the following activities.

1. Make a scrapbook of current newspaper and magazine articles about the changing role of women in society.

2. Draw a political cartoon about the changing role of women in society.

3. Write an editorial for the woman's liberation movement. Explain the golas and reasons as a part of your editorial.

4. Prepare and present to the class an oral report on one of the following topics:
Fashion trends since 1966.
Women's legal rights in Arizona and other states.
Occupations of women.
The changing role of the women in the home.

3. Choose 1 of the following activities.

1. Write a paper comparing the role of women in two different countries. Use current periodicals for your sources. Include a bibliography.

2. Write a paper on women in politics. Don't forget Golda Meir, Shirley Chisholm, Bella Abzug, Clare Booth Luce, Indira Ghandi, etc. Include a bibliography.

3. Read a novel about a woman and write a paper comparing her role with that of women in the U.S. today.

4. Write a paper on the part Gloria Steinem has played in the Woman's Liberation Movement.

5. Write an essay on the role of women as you see it. Support your ideas with facts and sound reasoning.

VI. Extra Activities. Please see the teacher for suggestions for extra activities.

SAHUARITA HIGH SCHOOL

CAREER

CURRICULUM

PROJECT

COURSE TITLE: HISTORY OF MUSIC, ART AND LITERATURE

PACKAGE TITLE: 1950-PRESENT

BY

JUDY HOFFMAN

MUSIC, ART, AND LITERATURE 1950-Present

I. PROBLEM. Trends in music, art and literature in the past 20 years have largely been in response to social conditions and pressures in the world. An increasing awareness by people all over the world of social conditions made young people aware that the romanticism that had been the mark of the previos generation was no longer valid. Rather, the music, and literature of the past 20 years has been increasingly realistic. Much of the art has remained abstract, but there is even a trend toward realism in painting after a long period of abstract and surrealistic paintings.

Which forms of art, painting, sculpture, music, or literature are most responsive to historical events or social conditions? What changes have occurred in music, art and literature since 1950? How have the different forms of music blended in recent years? What great works of literature have been produced since 1950? How has racial awareness affected art, music and literature? How has music from other parts of the world affected American music.

II. Specific Objectives. When you finish this unit you will be able to:

1. Trace in writing the development of American music from 1950 - present.

2. Explain in writing how social conditions have affected the development of art, music, and literature from 1950-present.

3. Explain in writing how influences from other parts of the world have affected American art, music and literature and vice versa.

4. List in writing examples of important works of literature from 1950-present.

5. List areas into which art has expanded besides painting, sculpture and architecture.

III. Required Reading Material. Read each of the following refermces:

1. Man and Nations. p. 826, 824.

2. Read any one of the following articles; Turn in an abstract with bibliographical information.

"Must We Be Nostalgic about the Fifties?" T. Mechan, Horizon. Winter, 1972. p. 4.

"Whose Satyricon?" G. Highet, Horizon, Autumn, 1970, p. 42.

"Designer in the Desert." W. Karp, Horizon, Autumn, 1970. p. 30.

"Omni buildings." W. Karp, Horizon, Winter, 1970, p. 48.

"You Can't See the Foyer for the Trees." W. Van Eckardt. Horizon, Summer, 1971, p. 40.

"Daedalus and I." M. Ayrton, Horizon, Spring, 1970, p. 56.

"Lawernce Halprin: Eco-architect." D. Llayd-Jones, Horizon. Summer, 1970, p. 46.

"Dubuffet: The Subversive Smothered with Love." S. De Gramont, Horizon, Summer, 1970, p.68

"Picasso at 90." A. Cardona-Hine, Mankind, Vol. 3, #5. p. 34.

"Vietnam: An Artists View of War." E. Biberman, Mankind, Vol.2, #3, p. 24.

"Joe Beeler: Artist of the American West." W. Jarrett, Mankind, Vol. 3, #4. p. 40.

"R.C. Gorman: The Two Worlds of a Navajo Artist." Mankind, Vol.2, #9, p. 48.

"If Someone Says His Work is Art, It's Art." T. Meehan. Horizon, Autumn, 1971, p. 78.

3. Read 20 pages from any of the following references. Make sure you read 20 pages which will help you fulfil the Specific Objectives listed above.

The Rock Revolution. A. Shaw.

The New Sound. I. Peck, ed.

Ballads, Blues and the Big Beat. D. Meyrus.

The World of Rod McKuen. R. McKuen.

Something to Sing About. M. Okum, ed.

Music in America. J. Rublowsky. pp. 167-178.

The Ballad of America. J.A. Scott. pp. 362-387.

Black Music. L. Jones.

IV. Required Listening. Listen to the material taped for this unit. Take notes to be handed in which reflect an understanding of the Specific Objectives listed above.

V. Required Looking. Look up works of the following artists and hand in notes on your impressions.

Painters.

De Kooning
Pollock
Tobey
Soulages
Dubuffet
Graves
Andrew Wyeth

Sculptures.

Lipton	Pasmore	P. Picasso
J. De Rivera	Uhlmann	
A. Calder	E. Paolozzi	

VI. EXTRA READING MATERIALS. For a deeper understanding of the material in this unit, read any of the following reference for extra credit. Any of the books listed above.---

A New Treasury of Folk Songs. T. Glayer.

Folk Song U.S.A. J.A. and Alan Loixax.

A Concise History of Modern Sculpture. S. Reed.

The Story of Modern Art. S. cheney.

Optical Illusions and the Visual Arts. R. Carraben.

Art Today. R. Faulkner.

Any work by any of the following authors.

Jean Paul Sartre
Jean Anouilh
Authur Miller
A. Sol
Tennessee Williams
Langston Hughes
Dylan Thomas
T.S. Eliot
Graham Greene
C. Sandburg
R. Frost
J. Michener
J.D. Salinger
J. Baldwin
E. Heningway
J. Steinbeck
W. Faulkner

or any other author oked by the teacher who has written since 1950.

VII. REQUIRED ACTIVITIES.

1. Answer the following questions:

    1. How have social conditions and/or influences from other parts of the world affected American music?
    2. List 3 areas into which art has expanded besides painting, sculpture and architecture.

2. Choose 1 of the following activities:

    1. Write a research paper (4-5 pp) on how social conditions have affected either art or music or literature since 1950. Use specific examples. Include footnotes and a bibliography.
    2. Read 2 works by a contemporary author (of your choice but oked by the teacher). Write a short (2-3page) paper on historical events and social conditions which influenced the authors. Give specific examples.
    3. Write a short (3 p) paper on the development of modern music in America since 1950. Include footnotes and a bibliography.
    4. Make a list of 10 important works of literature since 1950 and explain why each one is on your list. Your explanation should reflect an awareness of what each work is about and why it is important.

SAHUARITA HIGH SCHOOL

CAREER

CURRICULUM

PROJECT

COURSE TITLE: HISTORY OF MILITARY AND WARS

PACKAGE TITLE: WORLD WAR I

BY

JUDY HOFFMAN

SAHUARITA HIGH SCHOOL

CAREER

CURRICULUM

PROJECT

COURSE TITLE: MILITARY AND WARS

PACKAGE TITLE: MIDDLE AGES- 1800

BY

JUDY HOFFMAN

Military and Wars - Middle Ages - 1800

I. Problem

The military aspect of life saw many changes between the beginning of the Middle ages and the end of the 18th century (1700's). Nonetheless many of the reasons for wars and methods of warfare were surprisingly the same. People still fought for power or for religious causes. The military was an important part of everyone's life throughout this entire period. In the Middle Ages, the feudal system, though it contained other aspects, was largely a system of military protection. The Crusades were religious wars as was the Thirty Years War. The Saxon invasions were to gain territory and power as were the campaigns of Louis XIV.

What were the major wars during this period, and what were their specific causes and results? Who were the great military leaders? What were their motives? What weapons and strategies predominated during this time? How did they change from about 1000 to about 1800?

Your text states that "war was the usual rather than the unusual state of the feudal world." Was there any difference in the world of the 1700's? Now?

II. Specific Objectives

When you finish this unit you will be able to:

1. Explain in writing the importance of the military and wars from the Middle Ages to 1800.

2. List the major wars from 700-1800 and identify in writing the causes and results of each.

3. Describe in writing the methods and weapons of warfare from the Middle Ages through the 1700's, explaining any changes which occurred.

4. For the period covered in this study guide, identify the major military heroes and explain in writing their importance.

5. Explain in writing what place the soldier held in society from 1000-1800 and compare your conclusions with the place soldiers hold in today's society.

III. Required Reading Material

Read each of the following references:

Men and Nations Middle Ages: pp. 189-200, 203, 208-211, 217-222, 234-239, 246-7, 253-4, 260-262, 266-269, 271-272, 275 275, 279-281, 283-286. Modern Europe: 324-325, 337-346,348-350,352-353, 355-360

The Human Adventure, vol. I. pp. 94-95, 100-107, 127-131, 149-152, 180-183, 191-193, 197-199

The Human Side of World History - pp. 47-49, 51, 88-89

V. Required Activities

Complete each of the following activities using the reading material:

1. Questions. Answer each of the following questions in your own words in writing.

    1. What 3 waves of invasion did England undergo between 400 and 1066?

    2. Describe feudal warfare and the code of chivalry.

    3. The Crusades are sometimes called successful failures. Explain this phrase.

    4. What were the chief causes and results of each of the following?

        The Thirty Years War?
        The Hundred Years War?
        The War of Roses?

2. Choose at least 2 of the following activities:

    1. Form a group of 3-4 people and discuss the following questions. Have one person take brief notes to hand in for the group. Be sure to include everyone's name who participated.

        1. Why do you think the Church has failed to abolish war, in both medieval and modern times?
        2. Why did the Crusades not begin in the 600's, when the Moslems first conquered Palestine?
        3. What did Jesus teach about war, and what did Mohammed teach about it? How is it that, although Jesus and Mohammed differed in their views, their followers in the Christian Crusades and in the Islamic wars of expansion engaged in essentially the same methods to spread their faith?

4. It has been said that Louis XIV's control of a large and fine army gave him the desire to use it. Does the existence of great armies today lead to the same result? Explain.

2. Prepare an attractive brochure of drawings and/or pictures which illustrate different aspects of a soldier's life in either the Middle Ages or the 1600's - 1700's. You might include information about equipment, rules, responsibilities, activities, training, etc.

3. Write a newspaper article describing the feats of any military hero of your choice covered in this study guide. Make it as authentic-sounding as possible,

4. List invasions by central Asian nomads into surrounding regions that have influenced history. Explain.

3. Choose at least 1 of the following activities.

1. Interview someone who is in the military today or has been in the military in the recent past. Find out information about a soldier's duties, equipment, training, attitude toward his responsibility, examples of activities, promotions, etc. Write up your interview as a comparison between what you found out about soldiers today and what you have read about as a part of this unit. Include any reactions you have. (1-2 pp.)

2. Read one of the following books and fill out a critique form on it.

The Crystal Cave, M. Stewart
Richard III, P.M. Kendall
The Helmet of Navarre, B. Wilkinson
Eleanor of Aquitaine, R. Pernoud
Camelot, Lerner and Lowe
El Cid
Elizabeth I, J. Levine
The Life and Times of Elizabeth Curtis
Empress of Russia I. Noble
Catherine the Great Z. Oldenbourg
Charlemagne Horizon
Charlegmagne Komroff

Cromwell M. Ashley
Oliver Cromwell Levine
A Connecticut Yankee in King Arthur's Court,
Mark Twain

or any other novel pertaining to military and wars during this period.

3. Do enough research to write an authentic diary of a soldier during any specific campaign of any war of your choice covered by this study guide. Write an imaginative, informative entry to a diary, using the research you have done. (2-3 pp.) Include a bibliography.

4. Take the Post Test.

VI. Extra Activities

Please see the teacher for suggestions for extra activities.

IV. Extra Reading Material.

For a deeper understanding of the material in this unit read any of the following references:

The West in the Middle Ages, A. Bailey. pp. 448-458, 462-464, 474-475, 476-482, 484-485, 494-502, 508-523.

The Middle Ages Horizon. pp. 28-29, 62-93, 100; 108, 203, 385, 398.

The Dark Ages S. Asimor.

Life in a Medieval City. J & F. Gies. pp. 11, 193-198

Everday Life in Bezzantium. T. Rice. pp. 105-120.

Life on a Medieval Baronz. W.S. Davis. pp. 189-207, 224-252

Life in the Renaissance. M Gail. pp. 124-141.

The Age of Courts and Kings. P. Erlanger. pp. 19, 163

The Renaissance National Geographic Society. pp. 8-9, 126-127, 234, 244-245,116, 358-9, 112-113, 350-391.

The Story of the Crusades A. Duggan.

The Crusades. H. Treece

The Crusades. F. Hamilton

The Renaissance Time-Life pp. 138-148

Knights of the Crusades Horizon

Barbarian Europe Time-Life pp. 46-47, 92-93, 148-150, 152-153, 158-159, 50-53, 22-31.

The Crusades H. Lamb

The Renaissance Horizon pp. 22, 42-46, 323-325, 350, 357, 231, 71-76, 68-69, 14-16, 53-54, 263-5.

The Age of Chivalry National Geographic Society

Life in the Middle Ages J. Williams pp. 82-110

The Crusades Sellman

The Age of Kings Time-Life, pp. 30-53.

Feudalism J. Strager

The Age of Louis XIV W & A. Durant

Cross and Crescent, R. Suskind

Everday Life in Medieval Times, M. Rowling pp. 17,18, 21, 31-48

When Knights were Bold, Lappan

The World Awakes, Brooks. pp. 178-187, 8, 11, 54, 78, 102, 118, 121, 161.

The Age of Chivalry, A. Bryant

The Realms of Arthur, Miller

The Spanish Armada, Horizon

The Battle of the Spanish Armada, R. F. Marx

Oliver Cromwell and the Puritan Revolution, M. Ashley

Challenge for a Throne: The War of the Roses, F. Hamilton

Aztec Man and Tribe V. von Hagen 170-174

The World of Aztecs, W. Prescott 31-42

Everday Life of the Aztecs, W. Bray pp. 186-200

Military and Wars - Middle Ages - 1800

REQUIRED READING MATERIAL

Exploring World History - pp 128-9, 134-37, 140-42, 159-162, 165-169, 199-202, 205-207, 212, 241-243, 246-248, 253-254, 258-261, 264-267

The Human Adventure, vol. I. PP. 94-95, 100-107, 127-131, 149-152, 180-183, 191-;9?, 197-199

The Human Side of World History, pp. 47-49, 51, 88-89

The following material has been deleted: A Marine at the Front

By David Bellamy

The following material has been deleted: Sophia Of Russia The Crack In The Window

By Ronald Leal

POLITICAL REVOLUTIONARIES 100-1750

I. PROBLEM. What is a political revolutionary? What does it mean to be revolutionary? Would we think that ideas were revolutionary which were considered revolutionary in 1700? Do our values change so that what is unacceptable by the establishmen in one age actually becomes part of the establishment today?

The rise of interest among men for the achievement of a good life on earth was a desire which appeared during the Renaissance. In addition, the revival and expansion of trade made the middle class larger and more powerful. Both of these developments clashed directly with the idea of reigning European monarchs that their power should be absolute. People began to want a part in the establishment of governmental policy.

Reasons for this change in attitude varied with the situations in different countries. Methods also varied. England's political revolutionaries were able to peacefully effect change first with the Magna Carta in 1215. The power of the king was made subordinate to the law of the land. The "Glorious Revolution" in 1688 was also peaceful and bloodless, guaranteeing a constitutional monarchy in which the Parliament was made supreme over the monarch or ruler.

What events inspired men to revolutionary ideas? Who were the major revolutionary figures from 100-1750? How are the ideas of these men considered today? - revolutionary or part of the establishment? What ideas developed before 1750 became crucial in changes made in parts of the world such as America and France later on?

II. SPECIFIC OBJECTIVES. When you finish this unit you will be able to:

1. Identify in writing major revolutionary figures from 1000-1750.

2. Identify in writing the conditions and events which inspired the major revolutionary figures from 1000-1750.

3. Explain in writing the changes these revolutionary figures proposed and what they were able to accomplish.

4. Compare in writing the ideas and motives of revolutionaries during the period 1000-1750 with those of today.

5. Describe in writing the personalities and backgrounds (including occupations) of major revolutionary figures of the period 1000-1750.

III. REQUIRED READING MATERIAL. Read each of the following references.

1. Men and Nations pp. 208-211, 227-229, 293-295, 367-382.

2. The Human Side of World History, vol. I. pp. 131-135, 188-193, 197-207.

3. The Human Side of World History pp. 95-97.

4. The Clash of Ideas. pp. 22-31.

5. 32 Problems in World History pp. 88-92.

IV. EXTRA READING MATERIAL. For a deeper understanding of the material in this unit, read any of the following references:

The English Revolution. M. Gruber.

Oliver Cromwell and the Puritain Revolution. M. Ashley

Cromwell. M. Ashley

The Magna Charta. Daugherty.

Death to the King. C.L. Alderman.

V. REQUIRED ACTIVITIES. Complete each of the following activities using the reading material.

1. Answer the following questions in your own words in writing.

    1. What were some of the main provisions of the Magna Carta. What was its basic importance?

    2. Why was it significant that the English king, in accepting the Magna Carta, agreed not to be above the law?

    3. How did townsmen in the Middle Ages gain rights of self-government? What were their most important liberties?

    4. List 3 philosophers during the Enlightenment who proposed somewhat revolutionary ideas? What were their ideas?

2. Choose at least 2 of the following activities:

    1. Pretend you are a reporter for the London Times

in 1215. Write an authentic sounding newspaper article on the signing of the Magna Carta. Be sure to include information about its significance.

2. Answer any 4 of the questions for discussion at the end of "The Divine Right of Kings v. the Natural Rights of The People."

3. Write a short essay (1 page) on the important ideas which were revolutionary in politics which came out of the Enlightenment.

4. Write a short essay explaining how the following were "revolutionary" and discussing whether or not they would be considered so now: The Petition of Right, the Habeus Corpus Act, the Bill of Rights, and the Act of Toleration.

3. Choose at least 1 of the following activities:

1. Form a group of no more than 3 people. Discuss the following questions carefully. Have one person take notes for the entire group.

1. England underwent a fundamental change between 1603 and 1760 - change that is often described as evolutionary rather than revolutionary. What is meant by this distinction? Which kind of change do you think is better? Justify your choice.

2. The British Monarch no longer holds any real power. Would you advise the British to abolish the monarchy completely? Explain.

3. What political ideas of the Enlightenment are still very much alive in the United States today? Do you disagree with any of these ideas that have been adapted by Americans? Explain.

2. Write an entry to a diary as if you lived around 1750. Reflect on the ideas of political thinkers during the Enlightenment. Consider the personalities and backgrounds of those thinkers and their motives for their ideas. (1 1/2 - 2 pp.)

3. Write a short research paper (2-3 pp) comparing the ideas of men like Locke, Hobbes, and Voltaire with those revolutionary political thinkers of our

day (Che Guevara, Mao Tse-Tung, Angela Davis are examples).

4. Make a list of the powers Parliament gained at the expense of the king between 1603 and 1714.

VI. EXTRA ACTIVITIES

For suggestions for extra activities, please see the teacher.

POLITICAL REVOLUTIONARIES 1000-1750

REQUIRED READING MATERIAL

Exploring World History - pp. 199-202, 240-243, 278-280.

The Human Side of World History, vol. I. pp. 131-135, 188-193, 197-207.

The Human Side of World History. pp. 95-97.

The Clash of Ideas. pp. 22-31.

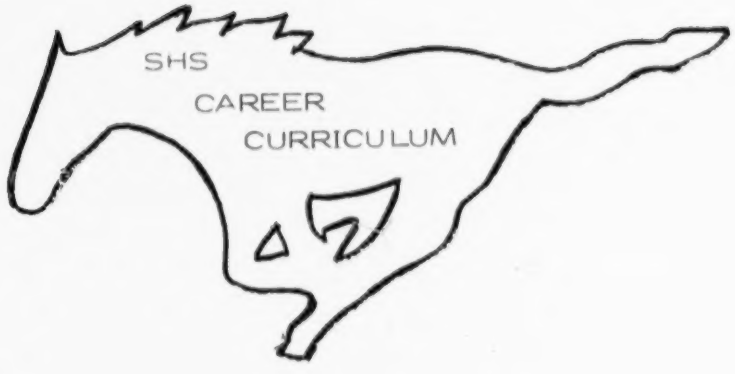
32 Problems in World HIstory pp. 88-92.

SAHUARITA HIGH SCHOOL

CAREER

CURRICULUM

PROJECT



COURSE TITLE: MILITARY AFFAIRS AND WARS IN WORLD HISTORY

PACKAGE TITLE: MILITARY AFFAIRS AND WARS IN ANCIENT TIMES

BY

JUDY HOFFMAN

MILITARY AFFAIRS AND WARS IN ANCIENT TIMES

I. PROBLEM

Because of the Vietnam War, everything having to do with the military is part of our everyday conversation. Few of us, however, really know what the army or war is like. We may have a relative who has been a part of the military and who has experienced war, but we don't have firsthand knowledge of what these experiences are like.

There are many questions which can be raised about the military and war. How did war start? What conditions made it necessary for men to fight other men? How many of these same conditions are still present to give men reasons to fight each other? What kinds of weapons did men use in ancient wars? How similar were armies of ancient times to those of the present day? How did war among different peoples affect individuals in ancient times, that is, did everyone take part in wars? What made battles important ones? What made them decisive? Which ancient cultures were totally oriented toward the waging of wars? Were there any real heroes in wars of ancient times? What military strategies were successful?

What were the main wars in ancient times? What were their causes? What effect did they have then? Do we still feel any effect now?

II. SPECIFIC OBJECTIVES

When you finish this unit you will be able to:

1. Explain in writing what conditions made men fight each other in prehistoric and ancient times.

2. Explain in writing what types of weapons and equipment were used by armies in ancient times.

3. Compare in writing and orally armies of ancient times and those of today. Include aspects of training, strategies, equipment, uniforms, recruitment, and experience.

4. Describe in writing major wars in ancient times including such aspects as why they were fought, decisive battles, major heroes, and any unusual strategies used.

5. Describe the importance wars and the military held in ancient societies and compare their importance then with their importance now, as you see it.

III. Required Reading Material

Read each of the following references:

1. Read the following references from Men and Nations.

Prehistoric times -- pp. 5-7, 11-12
Egypt -- pp. 23-25
Mesopotamia -- pp. 41, 42-47, 50, 54-55
India -- pp. 64, 168-169
China -- pp. 71-72, 76, 175,178
Greece -- pp. 85, 89, 92-93, 94-95, 98-101, 102-106
Rome -- pp. 124-125, 127, 129-130, 132, 134-138, 140-141, 153, 157-159

2. The Human Adventure vol. I pp. 22-24, 34-37, 61-62

The Human Side of World History, pp. 18-20, 24-28

IV. Extra Reading Material

For a deeper understanding of the material in this unit read any of the following sources:

Everyday Life in Prehistoric Times. M. & C.H.B. Quennell. pp. 179-180.

Ancient Britons. M. Howard. pp. 52, 54, 60, 66-69, 86-94

Ancient Egypt. Time-Life, pp. 58-59, 54, 160, 172-173, 96-98, 159-161, 93-94

When Egypt Ruled the East. G. Steindorff. pp. 18-19, 22-35, 39, 53-60, 69-72, 245-256, 89-93.

Red Land, Black Land. B. Mertz. pp. 149-162.

Land of the Two Rivers. L. Cottrell. pp. 64-67, 72-73, 94.

Temples, Tombs & Hieroglyphs. B. Mertz. pp. 124-125, 149-163.

Everday Life in Ancient Egypt. J.M. White. pp. 142-150.

Life Under the Pharoahs. L. Cottrell. pp. 108-124.

Everday Life in Roman and Anglo Saxon Times. M. & C.H.B. Quennell. pp. 88-105, 111-120.

The Morning of Mankind. R. Silverberg. pp. 24-101. 123, 176, 186.

Everday Life in Ancient Rome. F.R. Cowell. pp. 14-15, 73-74.

The Romans. A. Duggan. pp. 14, 24, 36-52, 53-59, 62-67, 82,85, 89-90, 92-93, 95-96, 102, 104.

A Day in Old Athens. Davis. pp. 101-116.

The First 3000 Years. C.B. Falls. pp. 92-108, 124-176, 183-193, 196-202.

The Greeks: A Great Adventure. I. Asimor. pp. 51-55, 96-122, 142-161, 213-224.

The Cradle of Civilization. Time-Life. pp. 48-49, 51-77.

Classical Greece. Time-Life. pp. 39-47, 69-78, 22-23, 122-123.

Ancient China. Time-Life. pp. 27, 34-36, 131, 176-177, 79-88.

Imperial Rome. Time-Life. pp. 89-101, 34-44, 63, 142-145, 37-42.

Ancient America. Time-Life. pp. 27, 57-60, 62-66, 87-90, 112-113, 70-71, 73-75, 173, 12-14.

Ancient Greece. Horizon. pp. 292-311, 163-164, 176-181

Ancient Rome. Horizon. pp. 88-115, 38-51, 121-123, 142-144, 164-171, 267-268, 277-278, 305-306, 338-349, 280-281, 189-193, 31

Twenty Decisive Battles of the World. J. Mitchell. pp. 1-104.

The Reluctant Warriors. D. Armstrong

Greece and Rome. National Geographic. pp. 188-249, 275-434.

The Near East. I. Asimor.

The Roman Republic. I. Asimor.

V. Required Activities

Complete each of the following activities:

1. Using the material you read, find the answers to the following questions and write them down in your own words.

    1. List 3 especially warlike cultures of ancient times. For each one you list, give an example of their enemies.

    2. Give examples of weapons and equipment used by armies of ancient times.

    3. What was the Peloponnesian War? Who fought? Why? Describe how the victors achieved their victory. Who won?

    4. Give the same information as in #3 for the Punic Wars.

2. Choose 2 of the following activities.

    1. Two people should prepare a debate on the following subject to present to the class. In Sparta, military training was of supreme importance. Do you think it helps a man's character development today for him to serve in the armed forces? Justify your answer. Turn in any sources you use.

    2. Draw a map of Greece and Asis Minor during the Persian Wars showing the routes of hte Persians.

    3. Two people could prepare a debate over the following topic for presentation to the class. This topic has been a much discussed one even today. The Roman Republic had a citizen army instead of a professional one. What are the advantages of a citizen army vs. a professional one?

    4. Write a well-organized essay on the following topic: The United States Constitution designates the President as Commander in Chief of the Armed Forces. In the light of Roman history, why is it important that the President preserve this power? Use examples from your reading to support your ideas.

    5. For a time the Hittites ruled part of the Fertile Crescent through their monopoly of iron weapons. Discuss in writing whether you think power in the world is still based on superior weapons. Your finished paper should include examples to support your opinions and should be well-organized. (1-1 1/2 pages).

3. Choose two of the following activities.

   1. Draw a map showing the routes of the barbarian invasions into the Roman Empire.

   2. In a well-organized, well-written essay discuss the importance wars and the military held in ancient societies. Also, compare their importance then with their importance now as you see it.

   3. Read in library sources about any major military hero such as Alexander the Great or Hannibal. Write a short paper (1 page) on why you think the person was such a great leader. Use examples from your reading. Turn in your sources and pages read.

   4. Look at any 2 of the following filmstrips. Take notes only on that part which has to do with the military or wars.

      FS 309 Ancient Egypt
      FS 330 The Coming of Civilization
      FS 318 Forebears of the West -- the Celts
      FS 263 Egypt's Eras of Splendor
      FS 310 Athens
      FS 98 The Great Age of Warrior Homeric Greece
      FS 34 The Greek City-State
      FS 35 Greece and Persia
      FS 36 The Glory of Athens
      FS 37 The Fall of Athens
      FS 38 Alexander and After
      FS 22 Rome and Italy
      FS 23 The Struggle of the Orders
      FS 25 Rome and the Meditteranean
      FS 26 The Robicon Crossed
      FS 27 An End and a Beginning
      FS 28 The Augustan Age
      FS 29 Gususstus to Vespasian
      FS 30 High Tide
      FS 32 The Fall
      FS 31 The Decline

4. Take the post test.

VI. Extra Activities.

If you would like to do an extra activity in order to increase your understanding of this unit, please see the teacher.

Extra reading activities for this unit could include any biography of a military hero for the period of time included in this unit. Examples would be Hannibal, Julius Caesar, Alexander the Great, etc.

A Friend of Caesar. Davis.

Outcast. R. Sutcliff

A Victor of Salamis. Davis.

The Silver Branch. R. Sutcliff.

Marathon Looks on the Sea. Coolidge.

SAHUARITA HIGH SCHOOL

CAREER

CURRICULUM

PROJECT

COURSE TITLE: 1900 - 1930

PACKAGE TITLE: WORLD WAR I

BY

JUDY HOFFMAN

MILITARY AND WARS -- WORLD WAR I AND ITS BACKGROUND.

I. PROBLEM Near the opening of the 20th century western powers renewed their efforts to spread their influence through underdeveloped areas of the world. Interest in acquisition of more, power through the spread of their influence and even adding territory under their rule was known as imperialism. Imperialism became such a driving force in the latter part of the 1800's and the early part of the 1900's that when opposition to it from native peoples became apparent or when conflicts between major powers arose over influence in a certain part of the world, violence and even war erupted. Thus such conflicts as the Spanish-American War, the Boer War, the Sepoy Rebellion, the Sino-Japanese War, the Russo-Japanese War and, last and most important, World War I were evidence of the effect of man's greed and desire to acquire influence and supremacy over people in other parts of the world.

What were the causes of imperialism? How did imperialism lead to other actions which hurled man into a world-wide conflict? How did the native peoples of the lands affected by imperialism feel about foreign domination and what did they do about it? What new methods of warfare were developed during this period --especially in World War I? What were the results of the wars fought during this period? How did the peace treaty agreed upon at Versailles sow seeds which led mankind into yet another world conflict?

II. Specific Objectives. When you finish this unit, you will be able to;

1. Explain in writing what imperialism is and what effect it had on the world during the late 1800's and early 1900's.

2. Explain in writing the effects of the major conflicts on the participants, especially the consequences of the Versailles Peace Treaty.

3. Explain in writing what the cause of World War I were.

4. Explain in writing the effect of World War I on occupations.

III. Required Reading. Read each of the following assigments. You will be quizzed orally on the reading.

1. Men and Nations. pp. 583-606

2. The Human Adventure vol. 2 pp. 114-123

3. The Human Side of World History. pp. 42, 144-147

LV. Extra reading material. For a deeper understanding of the material in this unit, read any of the following references.

Jackson, J.H., Clemenceau and the Third Republic.
Lafore, L. The Long Fuse: An Interpretation of the Origins of World War I.
Reynolds, Q., They Fought for the Sky.
Spencer, C., The Land of the Chinese People.
Tuchman, B., The Guns of August.
Hemingway, E., A Farewell to Arms. (fiction)
Remarque, E., All Quiet on the Western Front. (fiction)
DeWeerd, H., President Wilson Fights His War
DeKay, Jr.,O., Imperialism and World War I
Geiss, I., ed., July 1914
Lederer, I., The Versaillies Settlement.
Sellman, R.R., The First World War.
Heeder, R., The Story of the First World War.
Cowley, R., 1918; Gamble for Victory.
Bowen, R., They Flew to Glory.
Wersrein, I., Over Here and Over There.
Tuchman, B., The Zimmerman Telegram.
Hoyt,E.,The Army Without a Country.
Gurney, G. Flying Aces of World War I.
Stallings, L., The Doughboys
Life, The First World War.
Isselin, H., The Battle of the Marne.
Terraine, J., The Great War.
Susking, R., The Battle of Belleau Wood.
American Heritage. World War I.
Leckie, R., The Story of World War I.
Whitehouse, A., Fighting Wings.
Terraine,J., The Western Front 1914-1918.
Guerard, A., France pp. 214-224
Redder, R., The Story of the Spanish-American War.
Walsh, J., The Sinking of the U.S.S, Maine.
Werstein, I., 1898; The Spanish-American War.
Life, Reaching for Empire. pp. 127-147.
Bailey, t., Woodrow Wilson and the Lost Peace.
Bailey, T., Woodrow Wilson and the Great Betrayal.
Tuchman, B. Stilwell and the American Experoence on China. pp. 1-122

V. Required Activities. Complete each of the following activities using the reading material.

1. Questions. Answer each of the following questions in writing in your own words.
   1. Give 2 examples of nationalist tensions in the period before 1914.
   2. What is militarism? How was it evidenced in the early 1900's?
   3. Why was the alliance system dangerrous?
   4. Name the principal Central Powers; the principal Allied Powers. What were the advantages of each side?
   5. What were 5 main problems faced by the peacemakers after World War I?

2. Choose 2 of the following activities.
   1. Which of the causes of World War I still threaten world peace today? Justify your selection.
   2. Prepare a paper on the causes of World War I. The following questions should serve as a guige for your report: What conflicts were caused by imperialistic rivalries? Where in Europe was nationalism causing trouble? How did militarism aggravate conditions in Europe? How did the system of alliances among European nations create tensions?
   3. Tell the story of the outbreak of World War I as it might have been told by a contrumporary Frenchman, German, Englishman, and and American.
   4. World War I was a new kind of war, fought with new kinds of weapons. Report to the class on trench warfare and the weapons used on the war.
   5. Read the selection on the "Causes of World War I". Problems in World History pp. 178-184. Form a group (3 people) to answer the questions in the selection. Hand in 1 set of answers for the group.

3. Choose 1 of the following activities.
   1. Draw a postor for either Britain or Germany, to be used as propaganda in the United States before it entered World War I.
   2. Draw a map of Europe includung (1) the route of the German attack on France in 1914, (2) the main fighting fronts of the war, and (3) the location of the North Sea blockade.

3. Draw a political cartoon depicting the balance of powee between the Triple Alliance and the Triple Entente.

VI. Extra Activities.

1. Present the play, Appointment at Sarajevo to the class, props and costumes will be welcome.

2. Read only magazine articles on World War I.

Required Reading Material - World War I

Exploring World History - pp 486 - 503

(Rest same as other Required Reading Material in Study Guide.)

SAHUARITA HIGH SCHOOL

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PROJECT

COURSE TITLE: WORLD WAR I

PACKAGE TITLE: HISTORY OF MILITARY AND WARS

BY

JUDY HOFFMAN

MILITARY AND WARS -- WORLD WAR I AND ITS BACKGROUND.

I. PROBLEM. Near the opening of the 20th century western powers renewed their efforts to spread their influence through underdeveloped areas of the world. Interest in acquisition of more, power through the spread of their influence and even adding territory under their rule was known as imperialism. Imperialism became such a driving force in the latter part of the 1800's and the early part of the 1900's tjat when oppostion to it fron native peoples became apparent or when conflicts between major powers arose over influence in a certain part of the world, violence and even war erupted. Thus such conflicts as the Spanish-American War, the Boer War, the Sepoy Rebellion, the Sino-Japanese War, the Russo-Japanese War and, last and most important, World War I were evidence of the effect of man's greed and desire to acquire influence and supremacy over people in other parts of the world.

What were the causes of imperialism? How did imperialism lead to other actions which hurled man into a world-wide conflict? How did the native peoples of the lands affected by imperialism feel about foreign domination and what did they do about it? What new methods of warfare were developed during this period --especially in World War I? What were the results of the wars fought durong this period? How did the peace treaty agreed upon at Versailles sow seeds which led mankind into yet another world conflict?

II. Special Objectives. When you finish this unit, you will be able to:

1. Explain in writing what imperialism is and what effect it had on the world during the late 1800's and early 1900's.

2. Identify in writing the major wars and conflicts between nations and match the causes of the conflicts and their participants with the wars.

3. Explain in writing about new methods and equipment developed for war which were used during this period.

4. Explain in writing the effects of the major conflicts on the participants, especially the consequences of the Versailles Peace Treaty.

5. Explain in writing what the causes of World War I were.

6. Explain in writing the effect of World War I on occupations.

III. Required Reading. Read each of the following assignments. You will be quizzed orally on the reading.

1. Men and Nations. pp. 528-606

2. The Human Adventure. vol. 2. pp. 84-87, 98-123.

3. The Human Side of World History. pp. 134, 138-139, 142, 144-147

IV. Extra Reading Material. For a deeper understanding of the material in this unit, read any of the following references.

Jackson, J.H., Clemenceau and the Third Republic.
Lafore, L. The Long Fuse; An Interpretation of the Origins of World War I.
Reynolds, Q., They Fought for the Sky.
Spencer,C., The Land of the Chinese People.
Tuchman, B. The Guns of August.
Hemingway, E., A Farewell to Arms. (fiction)
Remarque, E., All Quiet on the Western Front. (fiction)
DeWeerd, H., President Wilson Fights His War.
DeKay, Jr., O., Imperialism and World War I.
Geiss, I., ed., July 1914
Lederer, I., The Versailles Settlement.
Sellman, R.R., The First World War.
Heeder, R., The Story of the First World War.
Cowley, R., 1918; Gamble for Victory.
Bowen, R., They Flew to Glory.
Werstein, I., Over Here and Over There.
Tuchman, B., The Zimmerman Telegram.
Hoyt, E., The Army Without a Country.
Gurney, G. Flying Aces of World War I.
Stallings, L., The Doughboys.
Life, The First World War.
Isselin, H., The Battle of the Marne.
Terraine, J., The Great War.
Susking, R., The Battle of Belleau Wood.
American Heritage. World War I.
Leckie, R., The Story of World War I.
Whitehouse, A., Fighting Wings.
Terraine,J., The Western Front 1914-1918.
Guerard, A., France. pp. 214-224
Reeder, R., The Story of the Spanish-American War.
Walsh,J., The Sinking of the U.S.S. Maine.
Werstein,I., 1898: The Spanish-American War.
Life, Reaching for Empire. pp. 127-147.
Bailey, T., Woodrow Wilson and the Lost Pease.
Bailey, T., Woodrow Wilson and the Great Betrayal
Tuchman, B., Stilwell and the American Experience in China. pp 1-122

V. Required Activities. Complete each of the following activities using the reading material.

1. Questions.

1. Name and explain 3 motives behind imperialism that were related to the Industrial Revolution. What were 3 other motives for seeking colonies?

2. What groups came into conflict in South Africa? How was the conflict settled? What adjustments follower?

3. What were the causes of the Sepoy Rebellion? The results?

4. What was the Taiping Rebellion? the Boxer Rebellion?

5. What were the causes of the Spanish-American War? the results?

2. Choose 2 of the following activities.

1. Write a short essay in which you either defend or criticize United States imperialism (1-2pp).

2. Prepare a paper on the causes of World War I. The following questions should serve as a guide for your report: What conflicts were caused by imperialistic rivalries? Where in Europe was nationalism causing trouble? How did militarism aggravate conditions in Europe? How did the system of alliances among European nations create tensions?

3. Write a dialogue that takes place in the 1800's between a British officer and a patriotic Indian on the topic of imperialism?

4. Write a letter to a British newspaper condemning the opium trade carried on by British merchants in southern China.

5. Tell the story of the outbreak of World War I as it might have been told by a contrumporary Frenchman, German, Englishman, and American.

6. World War I was a new kind of war, fought with new kinds of weapons. Report to the class on trench warfare and the weapons used in the war.

3. Choose 1 of the following activities.

1. Form a group of no more than 3 students. Discuss the following questions. Hand in 1 set of answers for the group.

1. International alliances were a prominent feature of the years before World War I. Do you think the following statements about such alliances are true or false? If you can, give specific historical examples for each situation: a. With nations of roughly equal power, an increase in the power of one will result in alliance among the others. b. With nations have no choice but to ally themselves with more powerful ones. d. Effective international alliances are rarely founded on friendship, understanding or respect. The important reason for their existence is the threat of a common enemy.

2. "As long as nations are intent upon adding to their own power, are ready to go to war for what they assume to be their own rights, and are unwilling to recognize any authority as higher than themselves -- just as long as this condition exists will the danger of war hand over the peoples of the world." Do you agree or disagree with this statement? Why?

3. For many years after World War I, Americans debated whether they had made a mistake in entering the war. In the 1930's, the opinion was overwhelmingly that America should have stayed out. What do you think? Consider also these questions: Did the United States, in fact, have a choice, or were we forced to take part whether we wanted to or not? If you think this country should have joined the Alloes or could not have avoided doing so, would it have been better to have entered the war earlier. Should we have delayed longer? What might have been gained in either case?

4. Was the principle of the "self-determination of nations" a sound reason for changing the map of Europe after World War I? Since self-determination encourages nationalism, and nationalism often leads to war, did President Wilson's support of this idea make World War II more likely? Do you think that self-determination is a right that all peoples should have?

2. Read the selection on the "Causes of World War I". Form a group (3 people) to answer the questions in the selection. Hand in 1 set of answers for the group.

3. Write an essay on one of the following aspects of the Spanish-American War: 1) the Origins of the war, 2) the public opinion at the outset of the conflict, 3) a major battle of the war. Suggested sources: American Heritage, "The Needless War with Spain," February 1957, "The Enemies of Empire," June 1960, "The Shan Battle of Manila," December 1960, "How We Got Guantanamo," February, 1962.

4. Prepare an oral report on the opening of Japan to the West by Commodore Perry. Explain the reasons for Japan's isolation, Perry's motives for the journey, and the reception Perry's party received upon its arrival in Japan. Read in Eisen and Filler, The Human Adventure, Vol. 2, "The Closing of Japan," and "The Opening of Japan," Also consult two pertinent articles in American Heritage, " When Perry Unlocked the 'Gate of the Sun'" April 1958, and "Meeting with the West," August 1963.

4. Choose 1 of the following activities.

1. Draw a political cartoon on the theme of the "white man's burden".

2. Draw a cartoon showing the sinking of the Maine, attempting to heighten the desire for was in the United States.

3. Draw a poster for either Britain or Germany, to be used as propaganda in the United States before ot entered World War I.

4. Draw a political map of Europe after the peace settlements ending World War I

5. Draw a map of Europe including (1) the route of the German attack on France in 1914, (2) the main fighting fronts of the war, and (3) the location of the North Sea blockade.

6. Draw a political cartoon depicting the balance of power between the Triple Alliance and the Triple Entente.

VI. Extra Activities.

1. Present the play, Appointment at Sarajevo to the class. Props and costumes wil be welcomed.

2. Read only magazine article on World War I.

Required Reading Material - World War I

Exploring World History - pp 446-503

Rest - Same as Required Reading Material in Study Guide - leave out ref. -- Men. & Nations.

SAHUARITA HIGH SCHOOL

CAREER

CURRICULUM

PROJECT

COURSE TITLE: 1930 TO PRESENT

PACKAGE TITLE: WORLD WAR II

BY

JUDY HOFFMAN

I. PROBLEM. In 1932 the most widespread and terrible war the world has even known began. Japan sent troops to Manchuria and began a series of aggressive measures designed to bring Manchuria under Japanese domination. The League of Nations, formed after World War I was too weak and thus powerless in this and future international disputes. The machinery had started to crank for World War II.

What were the causes of World War II? Some historians have listed only one cause, Adolf Hitler. There were more complicated reasons, however, including all of the mixtakes made at the Versailles Peace Conference, the Great Depression and its effect on the German people and the failure of the Leaque of Nations.

Once aggression was started by Japan, Italy and Germany were quick to follow. The Spanish Civil War occurred during this period of aggression and became a battle ground over the opposing ideas of fascism and communism. Many Americans including Ernest Hemingway fought on the Loyalist side, in the International Brigade, believing they were rightfully struggling against the evils of fascism, but not considering the realities of the evils of Stalin's communism, either. They saw the struggle as one for democracy.

Mussolini, meanwhile, had used tanks to overrun the natives armed only with spears in Ethiopia. Hitler was proceeding with [illegible] Austria and Czechoslovakia. When it became apparent that the policy of appeasement was not going to satisfy Hitler's desire for power and land, the British and French began to prepare for war. Finally when Germany attacked Poland, war was declared. (1939)

The United States did not enter the war until 1941 when Japanese planes attacked Pearl Harbor. Russia entered when, after a non-aggression pact between Germany and Russia, Germany attacked Russia.

What kind of war was World War II? How was it different from World War I? What new methods of warfare were developed? What new weapons were developed? What was Hitler's "Final Solution"? How did Hitler's theories on racial superiority affect his plans? What were the major battles and campaigns of the war? Who were the important heroes? How were the Axis Powers finally stopped? What were the costs of the war?

II. Specific Objectives. When you finish this u... you will be able to:

1. Explain in writing the causes of World War II.

2. Explain in writing the background and outcome of the Spanish Civil War.

3. Identify in writing major battles, compaigns and participants of World War II.

4. Explain in writing new advances in weapons and methods of waging war developed during World War II.

5. Explain in writing how Hitler's racial policies affected his conduct of the war.

6. List the major costs of World War II.

III. Required Reading. Read each of the following selections. You may be quizzed orally on the assignments.

1. Men and Nations pp. 691-740.

2. The Human Adventure, vol. 2 - pp. 138-153, 167-206.

3. The Human Side of World History - pp. 155-164.

4. The Human Side of American History - pp. 279-287.

IV. Extra Reading Material. For a deeper understanding of the material in this unit, read any of the following references.

The Swastika and the Eagle. Compton

They Were Expendable. W.L. White

The Outbreak of the Second World War. J. Shell, ed.

Betrayal: The Munich Pact of 1938. S. Werstein

D-Day: The Invasion of Europe. American Heritage

The Battle of El Alamein. Barnett

From Casablance to Berlin. Bliven

From Pearl Harbor to Okinawa. Carter

The Battle of Britain. Conray

Hitler's Last Offensive. Elstob

Crusade in Europe. Eisenhower

Decision at Leyte. Falk

The Broken Seal. L. Fargo

Guadalcanel General. Foster

Desert War in North Africa. Horizon

Hiroshima. Hersey

Into the Valley. Hersey

A Cloud over Hiroshima. Hirschfeld

The Guns 1939 - 45. Hogg

We Die Alone. Howarth

D-Day. Howarth

Sledge Patrol. Howarth

No High Ground. Knebel

The Man who Never Was. Montaque

Four Came Home. Glines

Day of Infamy. Lord

Night Drop. Marshall

Among the Valiant. Morin

The Marauders. Ozburn

Silence on Monte Sole. Olsen

Spy Cratcher. Pinto

The Colditz Story. Reid

World War II. American Heritage

Last Stand at Stalingrad. Sammis

Treblinka. Steiner

The Sinking of the Bismarck. Shirer

Guadalcanal Diary. Regaskis

The Battle of the Buldge. Toland

The Last 100 Days. Toland

The Wooden Horse. Williams

John F. Kennedy and Pt-109. Tregakis

The Battle of Midway. Werstein

Ordeal by Fire. Wahle

Secret Air Missions. MacCloskey

The Battle of the Buldge. American Heritage

Curahee! Burzett

Dunkirk 1940. Carse

Incredible Victory. Lord

Nagasaki. Marx

Tarawa. Werstein

The Battle for the Atlantic. Williams

I've Decided I Want My Seat Back. Mauldin

From Kaiser to Hitler. Sapinsleg

Is Paris Burning? Collins

Berlin, the City that Would Not Die. Army Times

The Rise and Fall of the Third Reich. Shirer

Hitler from Power to Rein. Appel

The Nazi Revolution. Snell

Adolf Hitler. Shirer

The Life and Death of Nazi Germany. Goldston

Inside the Third Reich. A. Speer

Spain. Crow. pp. 321-340

Hitler: A Study in Tyranny. Bullock

The Lion and the Fox. Burns

Winston Churchill. Coolidge

IV. Required Activities. Using the reading material complete each of the following activities.

1. Questions. Answer each of the following questions in writing.

   1. List 3 causes of World War II?

   2. What part did the Spanish Civil War play in European affairs in the 1930's?

   3. What were 3 aggressive steps taken by Hitler between 1913 and 1936?

   4. What was the Hitler-Stalin Pact? What may have been Hitler's and Stalin's reason for signing it?

   5. What was Hitler's "Final Solution" and why? How did it affect his conduct of the wars?

   6. Identify: D-Day, V-E Day, V-J Day

2. Choose 2 of the following activities.

   1. Write a short essay explaining why it was necessary to defect Hitler.

   2. As a reporter for an American newspaper, write a news article describing the bombing of Rotterdam by the Germans during World War II.

   3. Draw a cartoon depicting the similar fate that Napoleon's and Hitler's armies met in Russia.

   4. On a map of Europe, show the advance of Hitler's armies during 1939 and 1940.

   5. Write a short essay pointing out why the policy of appeasement toward Hitler failed.

   6. Draw an attractive chart comparing weapons developed and used in World War II with ones used on the Revolutionary War.

3. Choose 1 of the following:

   1. Interview some one who participated in World War II, asking the following questions: What was your role in the war? Where were you located during the war? Did you know why ypu were fighting?--did yoy have reasons? What were some unusual experiences you had during the war? How do you feel about the war?

2. The attack on Pearl Harbor by Japan brought the United States into World War II as a belligerent. Prepare a special news broadcast originating in Hawaii a day after the Bombing on the American Fleet in Pearl Harbor. Record the newscast [illegible] to the class. Consult the following sources for information: Eisen and Fuller. The Human Adventure, vol. 2., "The Japanese Attack Pearl Harbor" American Heritage, "Pearl Harbor: who Blundered?" February, 1962, and The Sounds of History - 1933-1945 Side 1, #12.

3. With one other person, organize a debate and present it to the class on the following topic: The United States was wise to drop the first atomic bomb.

4. Read any of the historical novels in the library which pertain to World War II. O.K. your choise with the teacher. Fill out a critique form on your book.

5. Form a group. Discuss the following questions. Turn in one set of answers for the group.

1. How did the German Blitzkrieg differ from warfare in World War I? How do you envision a early-scale war fought with today's modern weapons?

2. Why must World War II be considered a total war? Do you think the bombing of non-strategic targets, such as residential areas in cities, was justified? Explain.

3. Do you think the atomic bombings of Hiroshima and Nagasaki were justified? Defend your position.

4. How did the under lying causes of World War I differ from those of World War II?

5. Name 3 points at which aggressive dictator nations might have been stopped during the 1930's. Explain why other nations, including the United States and the Soviet Union, followed a policy a policy of appeasement.

6. Write an essay in which you discuss the costs of the war as opposed to the costs had we not gone to war.

V. Extra Activities. For extra activities please see the teacher.

1. 32 Problems in World History. pp. 211-224.

2. Only magazine articles on World War II.

SAHUARITA HIGH SCHOOL

CAREER

CURRICULUM

PROJECT

COURSE TITLE: HISTORY OF MILITARY AND WARS

PACKAGE TITLE: WAR SINCE 1945

by

JUDY HOFFMAN

Package Title: War Since 1945

I. PROBLEM. After the large scale war between 1939 and 1945, the world hoped for a long peace. Fear of what another world-wide war would do to mankind was very prevalent. Weapons such as the atomic bomb could virtually annihilate the entire population of the world.

Russia seemed determined to spread communism throughout the world. The Western World's conflict against this covert aggression was known as the Cold War. There were a few hot wars after 1945, too. One was the Korean War, fought by U.N. forces against the invading North Koreans. Other wars included the Hungarian Revolution, the struggle for freedom by Czechoslovakia, the continuing struggle of Israel against the Arabs in the Middle East, and the Viet Nam War. The wars for freedom of African countries which also filled this period were the Algerian War, the struggle in the Congo, Biafra, and Rhodesia. Most recently was the fight for the freedom of Bangladesh from Pakistan.

What has made these wars different from all previous wars and why? What has been the prevailing reasons for violent flare-ups? Why haven't atomic weapons been used? For what reasons have major powers backed various sides in the smaller wars? What is the arms race? What hope of peace do we all have in the future?

II. Specific Objectives. When you finish this unit you will be able to:

1. Identify in writing the major wars since 1945 and their causes.

2. Explain in writing the methods of warfare used since 1945.

3. Explain in writing the development of the arms race and its affect on world peace.

4. Explain in writing what role the U.N. has played in keeping world peace.

5. Identify in writing the major occupations associated with the armed services which are available today.

III. Required Trading Materials. Read each of the following references. You may be quizzed orally on the assignments.

1. Men and Nations. pp. 754-755, 762-766, 773-774, 779-781, 782-789, 799- 801, 806-811, 816-818.

2. The Human Adventure, vol. 2. pp. 215-220, 247-269.

3. The Human Side of American History. pp. 291-293, 300-302, 308.

4. The Human Side of World History. pp. 167, 172-175, 178-179.

IV. Extra Reading Material. for a deeper understanding of the material in this unit, read any of the following references for extra credit.

The Story of Israel. M. Levin

Prague's 200 Days. H. Schwartz

Why Vietnam? F. Trager

The War in Korea. R. Leckie

Hussein of Jordan: My "War" with Israel. V. Vance

Cuba. B. Williams

The Swift Sword. S.L.A. Marshall

The Middle East. J. Jaeckel. pp. 126-135, 152-155.

The Berlin Wall. P. Galante

Africa in History. B. Davidson

Suez: Ten Years After. P. Calvocoressi.

Korea: The Third Republic. K. Chung. pp. 122-143, 217-228.

Southeast Asia and the World Today. C. Buss. pp. 150-182.

Dateline: Vietnam. J. Lucas

365 Days. W. Glasser, M.D.

Peace in Vietnam. American Friends Service Committee

Vietnam Diary. R. Tregaskis

Our Own Worst Enemy. Wm. J. Lederer

Crossroads in Korea. T. Fehrenbach

Korea: Land of the 38th Parallel. F. Gasfield. pp. 102-145.

The Story of Vietnam H. Dariff pp. 92-250.

Hell or High Water. W. Sheldon

V. Required Activities. Using the reading material, complete each of the following activities.

Questions:

1. What kinds of forces has the U.N. used for peace-keeping operations?

2. Summarize briefly the events in Czechloslovakia in the late 1940's.

3. Why was the Berlin airlift necessary? How was it carried out?

4. Why did the Hungarians revolt in 1956? How did Great Britain, France, and the U.S. react?

5. What led to the Suez crisis and how was it resolved?

6. Why was it difficult to reach a peaceful settlement of theAlgerian problem in the 1950's?

7. How did Israel become a state? What has been the result?

8. What was the Korean War? Why was it important?

9. How did America become involved in Vietnam? What were the chief provisions of the Geneva Agreements? Why did South Vietnam and the U.S. refuse to sign them?

Choose two of the following activities:

1. Winston Churchill said the arms race led to a "balance of terror". Draw a cartoon using Churchill's statement as a theme.

2. On a map of the world show where the United Nations has undertaken peace-keeping operations, indicating with what strength these missions were carried out.

3. Draw two political cartoons of the Berlin Wall, one from a Western point of view, the other from a Communist point of view.

4. Write an imaginary editorial for a pro-Arab newspaper, denouncing Israel as a trouble-maker in the Middle East.

5. Write an editorial on American intervention in the Vietnam War. Use current periodicals for sources.

6. Write a letter to a friend in which you defend the sale of planes by the U.S. to Israel. Use current periodicals for your sources.

Choose 1 of the following:

1. Read 2 magazine articles on the struggle for freedom by Bangladesh. Turn in abstracts with bibliographical information.

2. Read 2 magazine articles about the struggle for freedom by Biafra. Turn in abstracts with bibliographical information.

3. Read 2 magazine articles about the Israeli-Arab 7 day war. Turn in abstracts with bibliographical information.

4. Form a group to discuss the following questions (3 - 4 students). Hand in 1 set of notes for the group.

   1. The United States spends much more on its defense budget than on the United Nations. Which do you think is a better guarantee for peace, the U.N. or an up-to-date defense system? Explain your choice.

   2. The United States has been critized for not forcefully preventing the building of the Berlin Wall. Explain your attitude on this matter.

   3. What do you think would help lessen tensions between Arabs and Israelis? Do you see any hope for such an easing of tensions?

   4. Why do you think some people in the world favor Russia's policy of peaceful coexistence, while others support China's policy of national wars of liberation?

   5. What is your position on the United States government's policy in Vietnam?

5. Interview a recruiter for the armed forces about jobs available for enlisted men or officers. The list may be very long so you may want to limit it to fields such as medicine, combat, clerical, military police, etc. Write up your interview with your reactions.

6. Interview someone who has served in Vietnam about our purpose, how he felt about serving there, how he feels about the peace movement, etc. Write up your interview with your reactions.

7. Write a research paper (2-3 pages) on methods of warfare used since 1945. Include footnotes and a bibliography.

8. Read 2 articles on political terrorism in the past year. Turn in abstracts and bibliographical information.

VI. Extra Activities. For suggestions for extra activities, please see your teacher.

On the Beach. N. Shute

Armageddon. L. Uris

Exodus. L. Uris

Cry, the Beloved Country. A. Paton

The Spy Who Came in from the Cold. J. LeCarre

SAHUARITA HIGH SCHOOL

CAREER

CURRICULUM

PROJECT

COURSE TITLE: WORLD HISTORY

PACKAGE TITLE: SCIENCE AND MEDICINE-1650-1900

BY

JUDY HOFFMAN

Science and Medicine 1650-1900

I. Problem. Man was barely out of the dark ages in 1600. The Renaissance had put a new emphasis on learning and on worldy matters as opposed to heavenly matters. Man had "discovered" a new world and was busy colonizing it. Science had taken broad steps forward during the Renaissance, but the best was yet to come. Man was still pretty much in the dark ages in the fields of Science and Medicine. But great advances were made from 1600-1900. Investigation replaced speculation as a method of finding out facts in science and medicine. Theories began to be developed about atoms, evalution, and the complex nature of human behavior.

What were the most important discoveries during this period? What changes made these discoveries possible? What effect did these discoveries have on man? Were they immediately accepted or rejected by most people? What controversies arose out of these discoveries? What new occupations developed in the fields of science and medicine?

II. Specific objectives. When you finish this unit you will be able to:

1. Identify in writing major scientific and medical achievments made from 1600-1900.
2. Match in writing the people responsible for these achievments with the achievements.
3. Explain in writing the improtance of these scientific and meidical achievements to mankind.
4. Explain in writing what new occupations appeared in the scientific and medical fields from 1600-1900.

III. Required reading material. Read each of the following references.

1. Men and Nations. pp. 378-80, 612-624, 642-644.
2. The Human Adventure. Vol. II. p. 47-49.
3. The Human Side of World History. pp. 116, 126.
4. The material in this study guide.

IV. Extra Reading Material. For a deeper understanding of the material in this unit read any of the following references.

Disordered Minds N. Dain
Medicine in the American Colonies. Beck

Extra Reading Material. Cont.

Famous Men of Science. S. Bolton. pp. 34-102
Famous Men of Modern Biology. M. Berger. pp. 3-131
The Microbe Hunters. P. de Kuif. pp. 1-292
Frontier Scientist: Clarence King B. Young.
The First Frontier: Life in Colonial America. J.C. Miller. pp. 237-252
The Americans: The Colonial Experience. DJ. Boorstin. pp. 207-266
English Social History. G.M. Tievelyar. pp. 256-259, 343-346
Health and Disease. Time-life. pp. 35-38, 53-59, 62-73, 80 82
The Voyage of the Beagle. C. Darawin
Evolution. Time-Life
On the Origin of Species. C. Darwin
Charles Darwin and the Origin of Species. Horizon
Charles Darwin. A. Gregor
Charles Darwin. Sir J. de Boer
Louis Pasteur. L. Wood
Pasteur and Modern Science. R. Cubos
Montgen and the Discovery of XRays. B. Dibner
Benjamin Franklin Philosopher and Man. A. O. Aldridge
The Many Worlds of Benjamin Franklin. American Heritage
Sir Isaac Newton, his Life and Work. E. N. da C. Andrade
Breakthroughs in Science. I. Asimov. pp. 45-162
The Beginnings of Science. Foundations of Science Library. pp. 6-69, 82-112, 120-126
The Development of Modern Science. G. Schwartz and D. Bishop; ed. pp. 533-565, 594-912
The Origins of Science. G. Schwartz and P. Bishop; ed. pp. 31-83, 207-211, 278-331, 351-497.
Doctors of the American Frontier. R. Dunlop
American Indian Medicine. V. Vogel
The Indian Medicine Man. R. Nofsinde
The Horse and Buggy Doctor. A. Herizlew, M.D.

V. Required Activities. Complete each of the following activities using the reading material.

1. Answer the following questions in writing in your own words.

1. How were bodies obtained for dissection in Medicla Schools in the late 1700's? Give an example of the problems caused by such methods of obtaining bodies.

2. What scientific contribution were made by each of the following:

Newton	Lavoisier
Boyle	Franklin
Friestly	Pasteur
Dalton	Mendel

2. Choose 2 of the following activities.

   1. Prepare an attractive brochure designed to recruit people to attend either a medical school or a college specilizing in scientific experimentation. Your brochure should include a course of study outlines, advantages of such a curse of study (opportunities which will be open to a graduate, etc.) and examples of past achievements in either field that the new student will be able to study. You might even include information about faculty, the surrounding area (town, extra-curricular entertainment, etc.)

   2. Write a short essay analyzing the potential promise and peril of man's use of nuclear energy. Use specific examples. 2 pages of more.

   3. Make a list of the great contributors in the field of health. Place at the top the name of the individual you think made the greatest contribution. Tell why you rate him first.

   4. Watch the following filmstrips and hand in brief notes on each.
      Darwin part IA Darwin Dixcovers Nature's Plan
      Darwin part IX Evolution today
      The Atom

   5. Do the worksheet "Scientists Explored the Nature of Matter and Man"

3. Choose 1 of the following activities.

   1. Form a group no larger than 3 students. Discuss the following questions. Have one person take notes for the group.

      1. Advances in medical science have enabled more people to live longer. What are some of the problems that have resulted?

      2. When Pasteur's theories were first announced they met with great opposition. Most new ideas of scientists today meet with less opposition. Can you account for this change? Explain.

      3. Should government - local, state or national - give assistance to medical researchers? Explain.

      4. Why was scientific investigation such a large part of the Enlightenment?

   2. Read 3 magazine articles on scientific areas - or scientists - covered in the reading. Turn in abstracts and bibliographical information.

3. Write and present to the class a "You Are There" episode on one of the following topics.
   1. The publishing of Darwins's On the Origin of Species.
   2. The discovery of a cure for rabies by Pasteur.
   3. The work of Sigmund Freud.
   4. The development of antiseptic surgery by Lister.

No more than 5 people may work on the presentation. You should include several scenes so the class understands not only the importance of the discovery, but also its reception by others.

4. Read a biography of a scientist from this period and present an oral report to the class about him.

VI. Extra Activities. For any extra activities for this unit, please see the teacher.
Any of the filmstrips on evalution not listed in the study guide.

Material included in this study guide "The Body Snatchers"

SAHUARITA HIGH SCHOOL

CAREER

CURRICULUM

PROJECT

COURSE TITLE: WORLD HISTORY

PACKAGE TITLE: THE CHURCH IN THE MIDDLE AGES AND THE REFORMATION

BY

JUDY HOFFMAN

THE CHURCH IN THE MIDDLE AGES AND THE REFORMATION.

I. PROBLEM. During the chaos of the Middle Ages the sole source of continuing order was the Catholic Church. It functioned as a government when there was none. The Church had laws and enforced them. It also taxed people. When governments did exist the Church was very influential in the political and economic spheres. Knowledge was preserved by the monks throughout the Middle Ages.

However, there were many practices for which the Church began to be criticized once the questioning spirit of the Renaissance had begun. Some of the areas which were criticized included the Church's great wealth, its system of taxation and the activities of some of the members of the clergy. There were some attempts at reform of the Church, but these ended in failure. Some people who aimed at reform of the Church through criticsm of her practices were excommunicated or even burned at the stake.

Finally people could stand the unjust practices of the Church no longer and when the sale of indulgences began in Germany, many people opposed this practice. Martin Luther took action and the fire of the Reformation was sparked. He actually broke with the Church and many people followed him. With the Reformation came the Counter Reformation which amounted to a long awaited reform within the Catholic Church.

Why was the Church so powerful during the Middle Ages? What facets of people's lives did it affect? What were the bases of the power of the Church during the Middle Ages? What was the Church criticized for? What did it do about these criticisms? What other influences than criticsms of the Church were responsible for the break with the Church? What effect did the Reformation have on the people of Europe? Did the Reformation occur in a short period of time or was it a gradual change? What effect did the Counter Reformation have on the Catholic Church and on the people of Europe?

II. Specific Objectives. When you finish this unit you will be able to:

1. Explain in writing the importance of the Catholic Church in the Middle Ages.

2. Identify in writing the causes and effects of the Protestant Reformation.

3. Explain in writing the extent of influence of the power of the Catholic Church and of the Protestant Reformation on the People of Europe.

4. Express an appreciation for the ability of people to demand and obtain changes in practices of sources of power, either church of state, which they view as unjust.

III. Required Reading Material.

1. Men and Nations. pp. 191-192, 197, 203-208, 212-214, 217-222, 239-242, 247, 304-311, 345, 368-376.

2. The Human Adventure, vol. I. pp. 115-119, 122-124, 127-131, 137-141, 145-147, 155-157, 174-180.

3. The Human Side of World History. pp. 44, 47-49, 51, 58, 63, 75, 80.

IV. Extra Reading Material. For a deeper understanding of the material in this unit, read any of the following references and hand in notes for extra credit.

The Medieval Church. R. Bainton.

Everyday Life in Byzantium. T. Rice. pp. 57-83.

English Social History. G.M. Trevelyan. pp. 40-52, 173-181.

Life in the Middle Ages. J. Williams. pp. 11-129.

The World Awakens. P. Brooks. pp. 73-76, 139, 142, 151, 153-154.

The Rennissance. Time-Life. pp. 63-73.

The Middle Ages. Horizon. pp. 126-157.

Life on a Medieval Barony. W.S. Davis. pp. 286-342.

Henry VIII and His Court. N. Williams. pp. 52-98, 108-155, (Skim for parts which pertain to Henry's break with the Church and his motives.)

Everyday Life In Medieval Times. M. Rowling. pp. 94-134.

The Age of Courts and Kings. P. Erlanger. pp. 15-16, 67-68, 119-120, 155-158, 97-104.

The Age of Chivalry. National Geographic. pp. 43-65, 133-199, 234-271.

The Renaissance. W. Durant. pp. 49-66, 143-172, 361-403, 477-485, 571-574.

Life in a Medieval City. J. & R. Gies. pp. 120-134.

The Renissance. M. Gail. pp. 13-16, 20, 81, 110-113.

Age of Faith. Time-Life

Cross and Crescent. R. Suskind.

Renaissance. Horizon. 208-255.

The Reformation. Time-Life

The Renaissance and the Reformation. D. Weinstein. pp. 173-215.

Here I Stand. R. Bainton.

V. Required Activities. Complete each of the following activities using the material you have read.

1. Answer the following questions in your own words.

   1. List 3 causes and 3 effects of the Protestant Reformation.
   2. How did the Church act as a governmental force during the Middle Ages?
   3. Give one example of a conflict between the Church and the State during the Middle Ages.

2. Watch the filmstrip on the "Protestant Reformation" and take notes to be turned in for credit.

3. Choose 1 of the following:

   1. Read "The Medieval Cathedral in its Cultural Setting," 32 Problems in World History, pp. 56-61. Write an essay on how architecture reflects the spirit of the times using examples from the article.

   2. Read "Causes of the Reformation," 32 Problems in World History, pp. 99-108. Write an essay on the many causes of the Reformation after you have read this article.

   3. Write an essay on the following topic after doing whatever research is necessary: Why do you think the Church had failed to abolish war, in both medieval and modern times?

4. Choose 2 of the following activities.

   1. List the powers and functions of the medieval Church which now belong to the civil government.

   2. Write a newspaper article analyzing the dispute between Henry IV and Pope Gregory VII before Henry went to Canossa. Consult The Human Adventure, vol. I. "The Controversy Between the Emperor and the Papacy."

3. Write a dialogue between Tetzel and Luther about indulgences.

4. Write a letter to a friend in which you express regret that your prince has chosen Lutheranism as the religion for his state.

5. Write an essay on the inevitability of the growth of religious freedom and toleration after the Reformation.

VI. Extra Activities. For extra activities on this unit, please see the teacher.

Here I Stand. R. Bainton.

Death Comes for the Archbishop. W. Cather.

Reading List - The Church in the Middle Ages and the Reformation

1. Read the following pages in Exploring World History. pp. 153-163, 182-185, 207, 231-237.

2. The Human Adventure, vol. I. pp. 115-119, 122-124, 127-131, 137-141, 145-147, 155-157, 174-180.

3. The Human Side of World History. pp. 44, 47-49, 51, 58, 63, 75, 80.

SAHUARITA HIGH SCHOOL

CAREER

CURRICULUM

PROJECT

COURSE TITLE: WOMEN IN WORLD HISTORY

PACKAGE TITLE: WOMEN'S RIGHTS

BY

JUDY HOFFMAN

WOMEN'S RIGHTS

I. PROBLEM. With the Industrial Revolution came the increased acceptance of women. The role a female could play in the world began to change. Gradually opportunities began to open up and as they did, women expected to be treated as equals. It was during this period that women fought for and gained political equality.

Fashion for women changed drastically during the early part of the 20th century. Hemlines rose from the floor to above the knee. Bathing suits became popular also.

When did the first woman speak up for her rights? What events helped bring about the rapid changes in the lives of women? How did opportunities change in possible occupations? How would Woman's Liberation today compare with the Suffragette Movement of the early 1900's? What specific forms of opposition did women run across in their struggle for equality? What was the flapper and why was she important part of our history? How did woman's rights fare in other parts of the world than the United States and Europe?

II. Specific Objectives. When you finish this unit, you will be able to :

1. Identify in writing major changes in the role of women in recent history.

2. Explain in writing why rapid changes occured in the lives of women.

3. Compare in writing the Woman's Liberation Movement in the present with the Suffragette Movements in the past.

III. Required Reading. Read wach of the following assignments. You will be quizzed orally on the reading assignments.

1. Men and Nations. pp. 646-647, 449.

2. "Is Woman's Place in the Home?" 32 Problems in World History pp. 78-95

IV. Extra Reading Material. For a deeper understanding of the material in this unit, read any of the following references.

Reaching for Empire, Life pp. 38-40, 44-5, 51-7.

Babbitts and Bohemians. E. Stevenson. pp. 138-143

Ten Brave Women. S. Daugherty.

Everyone was Brave. W. O'Neill.

Suffragettes International. T. Lloyd.

Century of Struggle. E. Flexner.

Petticoat Politics. D. Faber

Free But Not Equal. B. Severn.

The Women in their Lives. F. Donovan.

The Dear Bought Heritage. E. Leonard.

Women Who Shaped History. H. Buckmaster.

American Manners and Morals. American Heritage. pp. 283-285, 337-340, 344-346, 372-373, 384.

Margaret Sanger, Pioneer of Birth Control. L. Lader.

The American Woman, Who Was She? A. Scott, ed.

V. Required Activities. Using the reading material complete each of the following activities.

1. Group discussion. Form a group no larger than 3 students and discuss the questions at the end of the article "Is Woman's Place in the Home?" Have one person take brief notes to be handed in for credit. In addition to the questions listed, explain why such rapid changes in the role of women were occurring.

2. Choose 2 of the following activities.

   1. Pretend you are a reporter for the New York Times. Write an editorial for the political emancipation of women. Be sure to include facts from the reading as well as your opinions.

   2. Write an essay on the following topic: What factors enabled the role of women to change rapidly during the period 1850-1930?

   3. Write an entry to a diary of a Suffragette.

   4. Write an essay comparing the suffragette Movement with the Woman's Liberation Movement.

   5. Read a magazine article about a woman in recent history (1650-1930). Turn in an abstract of the article with bibliographical information.

3. Choose 1 of the following.

   1. Interview any woman over 30 (if you can get them to admit it) about woman's rights. You might ask questions about equal job opportunities, equal pay for equal work, political freedoms, the role of women in the home, etc. Write up your findings in a well-organized paper (1 1/2-2 pages).

2. Read a novel or biography about a woman who lived between 1650-1930. Fill out a critique form.

3. Do an oral report on job opportunities for women between 1900-1930 as compared with today. Facts should be obtained from periodicals and books in the library.

4. Prepare an attractive brochure showing changes in fashion from the 1800's to the 1900's.

5. Present a fashion show to the class for some particular style during this period (1900-1930) --no more than 4 people may participate.

VI. Extra activities. For suggestions for extra activities please see the teacher.

"Three of History's Liberated Women: Sophia of Russia, Elizabeth van Lew, Lola Montez"
Mankind. Vol. III, #3, p. 6.
"Lola Montez: Adventuress." Mankind. Vol. 3, #3, p. 16.
"Sophia of Russia." Mankind. Vol. 3, #3, p. 20
"Crazy Betty." Mankind. Vol. 3, #3, p. 58
"Dolly Madison: A Personality Profile." Am. Hist. See April, 1969, p. 12
"Brave Women, Distaff Side of the Revolution." Am. Hist. See Oct. 1968, p. 10

Women in Espionage. J. B. Hutton

"The Gibson Girl" Am. Hist. Dec. 1957, p. 80
"Herald Angels of Woman's Rights" Am Hist. Oct. 1959, p. 18
"Women of Hispanic History" Mankind. Vol. 3, #4.

SAHUARITA HIGH SCHOOL

CAREER

CURRICULUM

PROJECT

COURSE TITLE: WORLD HISTORY

PACKAGE TITLE: MUSIC, ART, AND LITERATURE 1750-1900

BY

JUDY HOFFMAN

Music, Art, and Literature 1750-1900

I. Problem. The period between 1750 and 1900 was one of vast changes for the world. While revolutionary figures were busy tearing old orders down and replacing them with new ones, other men were creating new worlds of a different kind. Methods of expression in the arts reached greater and greater heights. Art had been revived during the Renaissance and painters and sculptors continued to refine and develop methods of expression. Composers experimented with new techniques and instruments as music became a popular and beautiful form of entertainment. Literature was also a field in which vast artistic talents were expressed.

How were these different kinds of artists (painters, writers and composers) affected by the events in the world around them? How did they express their feelings about the revolutions political or industrial? How were these men regarded by people who lived during their time? Were they appreciated for their talents? Were they able to affect the world around them through their works of art (art, music and literature) from this period? What is it that makes them "works of art"?

II. Specific objectives. When you finish this unit you will be able to:

1. Identify in writing great artists in the fields of painting, sculpture, music and literature between 1750 and 1900.

2. Recognize a selection from the work of artists specified in the activities below.

3. Explain in writing the effect that the events of the world (politics, religion, etc) had on the works of these artists and visa versa.

4. Explain in writing whether or not these artists were able to support themselves through their work alone. (Was their art their only occupation?)

III. Required Reading. Read each of the following references.

1. Men and Nations. pp. 650-653, 654-658

2. Read any 1 of the following articles. Turn in an abstract with the bibliographical information.

"The Most Gifted Human Being that Has Ever Been Born", F. Greenfold, Horizon. Autumn 1971, pp. 96-103.

"Johann Sebastian Bach", F. Greenfeld. Horizon. Winter 1971. pp. 58-65.

"Flaubert's Madame Bovary". S. Tomblevicz. Horizon. Winter 1971. pp. 114-119.

"Berlioz: Not Wro Flutes, You Scoundrels!!". F. Greenfeld. Horizon. Autumn 1970. pp. 102-111.

"Anatomy of a Masterpiece: Gaugin's Where do we come from? What are we? Where are we going?" J. Jacobs, Horizon. Summer 1969. pp. 52-65.

"The Moon Stood Still on Strawberry Hill". P. Tuennell. Horizon. Summer 1969. pp. 112-117.

"Delacroix of Africa". R. McMullen. Horizon. Autumn 1969. pp. 60-75.

"The Dime Novel and the American Mind." M.K. Simmons. Mankind. Vol. 2 &3. pp. 58-63.

"Frederick Remington, the Man Who Invented John Wayne". R. H. Andrews. Mankind. Vol. 2 & 10 pp. 42-59.

"Louis Daquerre and the Birth of Photography". L. Freburg. Mankind. Vol. 2 & 11. pp. 17-23, 54-55.

"Verdiand the Risorgimento". R.L. Lowe. Mankind. Vol. 3&4. pp. 32-39.

"Any of the chapters in The Stream of Music. R.A. Leonard.

IV. Required Looking. Look up a painting by each of the following artists. Note the style of the painter and the subject. Read the text in the book on the painting and turn in brief notes on each one.

Neiclassicism and Romanticism-1750-1850
Jacques Louis David-esp, The Death of Marat
Francisco Goya-esp, The Third of May
Eugena Delacroix
Benjamen West-esp, The Death of General Wolfe.

Realism and Impressionism
Edouard Manet-esp, The Fifer
Auguste Renoiz
Edgar Degas-esp, The Glass of Absinthe
James Whistler-esp, Arrangement in Black and Gray
Winslow Homer
Claude Monet-esp, The River

Post Impressionism
Paul Cezanne-esp, Self-Portrait
Vincent van Gogh-esp, The Potato Eaters

Paul Gaugin-esp, Vision After the Sermon
Henri Toulouse-Lautrec-esp, At the Moulin Rouge

V. Required Listening. Listen to each of the following works. Read the literature which accompanies the records and hand in a short paragraph discussing how the music reflects the times of the composers.

Bedrich Smetana "Overture" to The Bartered Bride. The Slavic Tradition-Time-Life Records. Side 7 Band 1 Guide pp.622-24. The Slavic Tradition. pp. 41-52

Ludvig von Beethoven, String Quartet #16. Music of the Age of Revolution. Time-Life Records. Bands 1, 2, and 4. Guide pp. G17-19. The Music of the Age of Revolutions. pp. 17-49 (sections on Beethoven).

Peter Ilich Tchaikovaks. Suite from Swan Lake. Music of the Opulent Era. Time-Life Records. Side 6. Bands 1, 2, and 5. Guide pp. G19-21. Music of the Opulent Era. pp. 46-53.

George Frederic Handel. Messiah. The Baroque Era. Time-Life Records. Side 5. Bands 2 and 5. Guide pp. 55-56, 32-36,

VI. Extra Reading Material. For a deeper understanding of the material in this unit read any of the following references.

The World of Cezanne. R. W. Murphy
The Snark Was A Boojum. J. P. Wood
Winslow Homer. E. Ripley
The World of W. Homer. J.T. Flexner
V. van Gogh. E. Ripley
The World of van Gogh. R. Wallace
Rodin. E. Ripley
George Bernard Shaw. O. Coolidge
The World of Vermeer. H. Korengosberger
Mark Twain, M. Stearns
Art Through the Ages, H. Gardner
Mark Twain. E. Gordon
A New World History of Art. S. Chenez
The Stream of Music. R. A. Leonard
The Encyclopedia of Art. E. Munro
History of Art. H.W. Jamson

1. Questions. Answer each of the following questions in your own words.

1. What events or conditions influenced composers, artists, and writers during this period? Give 5 examples and indicate who was influenced by what event or condition.

2. Should government-local, state or national-give assistance to writers, artists or musicians? In each case explain your answer.

3. What is realism in writing? How was it illustrated by Ibsen? Balzac? Twain?

2. Choose 1 of the following activities.

1. Read any of the following works and explain in a paper how it is a product of its time. 2 pages.

Huckerberry Finn. M. Twain
A Doll's House. H. Sbsen
Crime and Punishment. L. Dontoevski
Hedda Gable. H. Sbsen
Oliver Twist. C. Dickens
Great Expectations. C. Dickens
Tom Jones. H. Fielden
Tom Sawyer. M. Twain
The Good Earth. O. Rodvash
The Return of the Native. T. Hard
Far From the Madding Crowd" T. Hard
Tess of the D. Urbervilles. T. Hard
Madame Bovary. G. Feanbert
The Three Musketeers. A. Dumas
David Copperfield. C. Dickens
A Tale of Two Cities. C. Dickens
Ivanhow. Sir Walter Scott
The Hunchback of Notre Dame. V. Hugo
The Last of the Mohicans. J.F. Cooper
Legend of Sleepy Hollow. W. Siving
War and Peace. L. Carroll
The Scarlett Letter. N. Hawthorne
Moby Dick. H. Melville
The Dearslayer. J.F. Cooper

or any other approved novel or play between 1750 and 1900.

2. Write a research paper on how economically successful an occupation as an artist (or composer or writer) would be using examples from this period of time (1750-1900). Sources may be found in various biographies of artists found in the room or the library. Turn in an outline with a list of sources (a bibliography) for approval before you write your paper. 3-4 pages.

3. Form a group no larger than 4. Present a well-organized musical program to the class. Each Student should introduce the work of a composer from the period 1750-1900. Each piece of music should be introduced with a short discussion of the life of the composer and the particular piece of music about to be heard by the class.

4. Listen to all the works available for any one of the following composers. Write a paper describing the style of the composer. You also should include background information on the composer to explain the style. Use specific examples from each of the works you listened to.

   Beethoven
   Bach
   Brahms
   Handel
   Mendelssohn
   Schubert
   Berlioz
   Tchaikovsk
   Rimskz-Korsakov
   Dvorak

5. Watch any 3 of the following filmstrips. Using the information write a paper on paintings as a reflection of the artists' time and personality.

   Paul Gaugin
   Vincent van Gogh
   American Painting Part II The Romantic Era
   American Painting Part I The 17th and 18th Centuries
   American Painting Part III Years of Change

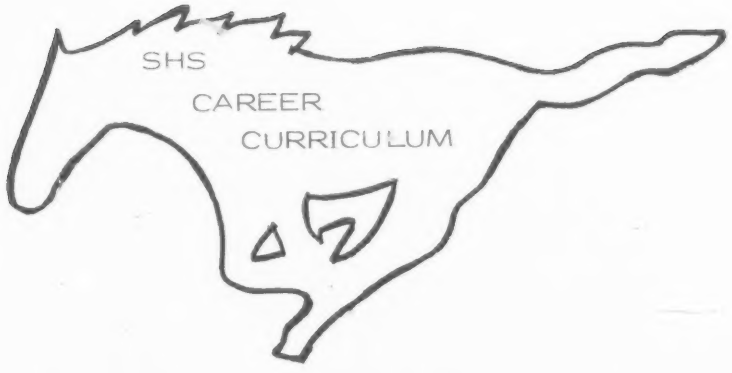
VIII. Extra Activities. For suggestions for extra activities please see the teacher.

SAHUARITA HIGH SCHOOL

CAREER

CURRICULUM

PROJECT



COURSE TITLE: THE ENLIGHTENMENT - 1900

PACKAGE TITLE: THE ENLIGHTENMENT

BY

JUDY HOFFMAN

The Enlightenment - 1600 - 1700

I. PROBLEM

The Enlightenment refers to a period in European history when philosophers and scientists were aware of (or enlightened about) the problems confronting people of their day. This period was a natural outgrowth of the Renaissance in that man had already become concerned with the improvement of his life on earth. The development of political power was very different in England than in France in that the tradition of a legislative body to limit the king's power existed. In England, ideas about just what kind of government the people wanted began to grow and as they were formulated, they affected not only their tiny nation, but the world!

What events in England started ideas which crystallized in the Enlightenment? How did the ruling monarchs in England feel about these ideas? What type of government did they want? What is the "Divine Right to Rule"? What was the Glorius Revolution? What was enlightened despotism? What was a "social contract"?

Who were the men instrumental in developing ideas which affected the growth of democracy in England - and the world? Did the Enlightenment only refer to politics?

II. SPECIFIC OBJECTIVES

When you finish this unit you will be able to:

1. Explain in writing what events occurred in England in the 1600's which helped crystallize ideas about government and and each man's relationship to his country's ruler.

2. Explain in writing what the Enlightenment was.

3. Identify in writing the major political and scientific figures during the 1600's and 1700's and explain their importance.

4. Explain in writing how the ideas of the Enlightenment affected the world.

III. REQUIRED READING MATERIAL

Read each of the following references carefully:

Men and Nations pp. 366-382, 351-355, 358-360.

The Human Adventure, Vol. I. pp. 202-217

(continued on next page)

The Human Side of World History. pp. 95-97, 100-101, 110

32 Problems in World History. pp. 115-128.

World History: The Clash of Ideas. pp. 22-31.

IV. REQUIRED ACTIVITIES

Complete each of the following activities using the reading material:

1. Questions: Answer the following questions in writing in your own words.

    1. What important rights did the English Parliament have when James I became king? Why did trouble arise between the king and Parliament?

    2. What actions of the Long Parliament helped end absolute monarchy in England? How did the Civil War begin?

    3. Oliver Cromwell is said to have been a reluctant dictator. Explain.

    4. Why did the Cabinet gain importance during the reigns of William III, George I and George II?

    5. Briefly state the ideas about government expressed in Leviathan; Two Treatises of Government; The Spirit of the Laws; The Social Contrast.

2. Choose at least 2 of the following activities.

    1. Write a short essay explaining why the Enlightenment was a truly great period in history. Use specific examples to back up your ideas.

    2. Make a list of powers Parliament gained at the expense of the king between 1603 and 1714.

    3. List the important rights of individual citizens that were protected by the Petition of Right, the Habeas Corpus Act, the Bill of Rights, and the Act of Toleration.

    4. Pretend that you are a newspaper reporter during the English Civil War. Write an article about any specific event concerning the war or its aftermath up to the Glorius Revolution. Make your article as authentic sounding as possible. If necessary do extra research on your chosen topic.

3. Choose at least 1 of the following.

1. Make an attractive chart which shows the major political and scientific figures for the 1600's and 1700's. Include information about their accomplishments and their importance in addition to anything else you wish to add.

2. Form a group (no more than 3) and discuss the questions at the end of "The Divine Rights of Kings v. The Natural Rights of the People". Have one person take brief notes to be handed in.

3. Form a group (no more than 3) and discuss the questions at the beginning of "Peter the Great and the Limits of Absolutism" and "Locke and Rousseau on the Social Contract". Have one person take brief notes to be handed in.

4. Form a group (no more than 3) and consider the "Questions for Discussion" on page 383 of Men and Nations. Have one person take notes to be handed in.

4. Take the Post Test.

V. EXTRA ACTIVITES

For extra activities, please see the teacher.

Cromwell. M. Ashley.

Oliver Cromwell. Levine.

The Life and Times of Peter the Great. Curtis.

Peter the Great. L. Oliva.

Empress of all Russia. Noble.

Catherine the Great. Z. Oldenbourg.

Frederick the Great. Snyder.

Take Heed of Loving Me. E. Vining.

Lorna Doone. R. D. Blackmore.

Moll Flanders. D. Defoe.

Frenchman's Creek. D. du Maurier

III. EXTRA READING MATERIAL - THE ENLIGHTENMENT

For a deeper understanding of the material in this unit, read any of the following references.

The Age of Reason Begins. W & A Durant.

The Age of Kings. Time-Life. pp. 116-183.

Great Britain to 1688. M. Ashely. pp. 309-432.

A History of the English Speaking Peoples, Vol. III: The Age of Revolution. W Churchill. pp. 3-100.

A Concise History of England. F. E. Halliday. pp. 108-139.

History of England. W.E. Lust. pp. 385-504.

English Social History. Z.M. Trevelzan. pp. 206-415.

The Horizon Concise History of England. R. J. White. pp. 90-131.

Death to the King. C.L. Alderman.

The English Revolution: A Concise History. Gruber.

The Later Stuarts. Clark.

England Under the Stuarts. Z.M. Trevelzan.

The Tears. R. Hingley. pp. 118-164.

History of Russia. Horizon. pp. 148-189.

Famous Men of Science. S. Balton. pp. 34-47.

Russia Under the Czars. Horizon. pp. 72-107.

Breakthrough in Science. I. Asimor. pp. 45-53.

The Rise of Russia. Time-Life. pp. 154-174.

Understanding the Great Philosophers. H. Thomas. pp. 187-249

The Romance of Philosophy. J. Choron. pp. 87-176.

The Enlightenment

REQUIRED READING MATERIAL

Exploring World History pp. 278-280, 253-254, 258-260, 240-243

The Human Adventure, vol. I. pp. 202-217

The Human Side of World History. pp. 95-97, 100-101, 110

32 Problems in World History, pp. 115-128.

World History: The Clash of Ideas. pp. 22-31

SAHUARITA HIGH SCHOOL

CAREER

CURRICULUM

PROJECT

COURSE TITLE: WORLD HISTORY, ENLIGHTENMENT

PACKAGE TITLE: INVENTORS

BY

JUDY HOFFMAN

I. Problem. The Industrial Revolution which transformed the lives of men by changing the way goods were produced, was brought about largely through the efforts of people who experimented with new ideas and sources of power to create machines and processes that affected everyone.

Before this time goods were produced by hand in people's homes. After the Industrial Revolution factories enabled the production of goods in mass quantities. Machinery was expensive, so instead of having it in the homes, factories were built and people began to go to work instead of having their work brought to them.

Other areas of life were affected by the inventors also. Trade, transportation, and communication developed by leaps and bounds. People moved from the country to the cities both because not as much labor was needed to produce the same amount of agricultural products (due to machines) and also because more money could be made in the city factories. Terrible conditions and practices were developed with the factory system which are outside the scope of this unit, but the fact remains that these technological improvements had a vast effect on man.

What kind of men were responsible for these inventions? Were they brilliant scientists searching for an answer to a problem or just everyday people like you and me who just stumbled on an answer to a question?---or some of each? Why did they try to find answers to problems? What kinds of machines and processes do we use today that we owe to the creativity of these men?

II. Specific Objectives. Wher you finish this unit you will be able to:

1. Identify in writing major inventors and their inventions from 1700-1900.

2. Explain in writing the backgrounds (including occupations) of these inventors.

3. Explain in writing the effects these inventors have had on mankind.

III. Required Reading Material.

1. Men and Nations. pp. 439-446, 626-633.

2. Human Side of American History. pp. 30-32, 64-65, 216-218.

2. Human Adventure. vol. II. pp. 50-51.

IV. Extra Reading Material. For a deeper understanding of the material in this unit read any of the following references. Take notes to be handed in for extra credit.

Fathers of Industries L. Fanning

Charles Babbage: Father of the Computer D. Halacy

Men of Science and Invention American Heritage

Invention, Discovery, and Creativity A.D. Moore

Machines and the Men Who Made the World of Industry G. Hartman

Those Inventive Americans National Beographic Society

The Invention of the Sewing Machine G.R. Cooper

Edison: A Biography M. Josephson

Eli Whitney W.P. Hayes

English Social History G. Trevelzan. pp. 371-395

Industrial Revolution and Nationalism W. Lindquist pp. 954-976

The Age of Progress Time-Life pp. 8-71

The Confident Years Am. Heritage pp. 134-976

V. Required Activities. Complete each of the following activities using the reading material.

1. Answer each of the following questions in writing in your own words.

    1. What were four important steps in the improvement of transportation during the Industrial Revolution?

    2. Describe the various backgrounds represented by inventors during the 1700-1800's.

2. Make an attractive chart of early inventors listing their names, the names of their inventions, and the purpose of the inventions.

3. Choose 1 of the following activities:

1. Form a group of not more than 3 people. Discuss the following questions and have 1 person take notes to be handed in.

    1. How did the enclosure movement lead to changes in agriculture? What were the principal effects of the agricultural revolution?

    2. Explain and illustrate the statement: "Science played only a small role in the invention of textile machinery, the steam engine, the locomotive, and the steamship...It was in communications that scientific and technical developments began to be linked."

    3. Why was the United States able to make such rapid progress in the development of its industry?

2. Watch the filmstrip Science and Technology. Take notes to be handed in.

3. Watch the filmstrip The Cradle of American Industry. Take notes to be handed in.

4. Write an editorial for the London Times on the influx of people from the country to the city. Include an opinion and explanation backed by facts.

4. Choose 2 of the following activities.

    1. Read a magazine article on any inventor or invention covered in the reading. Turn in an abstract and bibliographical information.

    2. Read the article "Exploring some Myths about the Industrial Revolution". Problems in World History pp. 146-154. Answer the 3 discussion questions at the beginning of the article.

    3. Read a magazine article about any invention in the past 30 years. Explain in a well-organized paper the difference between recent and 19th century inventions and inventors. Turn in a bibliography, too.

    4. Present the play Sounds Across the Sea to the class. (There are 6 parts). Costumes and props would be welcomed!

VI. Extra Activities

Please see the teacher.

SAHUARITA HIGH SCHOOL

CAREER

CURRICULUM

PROJECT

COURSE TITLE: MIDDLE AGES AND RENAISSANCE

PACKAGE TITLE: POLITICIANS, 1000-1750

BY

JUDY HOFFMAN

POLITICIANS. 1000-1750.

I. PROBLEM. During the Middle Ages the form of government was fuedalism. There were no large nations with strong central governments. There were certain "rules" which made feudalism work so that each nobleman knew his place in the structure of government. The relationships between kings, lords and lesser noblemen was one based on loyalty and obligation. Warfare was common during the Middle Ages, but it was more of a personal fight than a method of politics.

By the elventh century kings began to increase their power by adding to their lands and the beginnings of a central government appeared. Kings became more powerful much to the chagrin of nobles and in 1215, nobles in England forced King John to sign the Magna Carta intended to protect their rights. Kings also clashed with and opposed the power of the Church. People began to owe loyalty to their national governments as a separate entity from the Church.

In the 1500's strong national governments had been established in Europe (excluding Germany). War became a political maneuver to strenghen the country rather than a means of personal revenge. Some were fougnt over religion also, an indication of the new beliefs and people's refusal to accept the beliefs of others peacefully.

What new philosophies developed during the Renaissance which altered forms of government? What drove men to seek power as politicians and advisors to kings? What is the theory of the "divine right to rule" used by kings during this period? What wars were fought and how did they affect the world? How effective were women as rulers? What means of enhancing politival prestige were used? What opportunities were available for commoners in the government? How did colonial possessions react to absolute rule from the Mother Country?

II. Specific Objectives. When you finish this unit, you will be able to:

1. Describe in writing the concepts of fuedalism including the relationships between various levels of noblemen and the method of "politics" used to increase the power of individuals.

2. Explain in writing the emergence of nations with strong central government and give examples of methods used to increase national prestige.

3. Explain in writing the improtance of the theory of the "divine right to rule."

4 Describe in writing the important wars used as political maneuvers and their effect on the counties involved.

5. List occupational opportunities available in government from 1000-1750 and explain how these opportunities changed and developed.

III. Required Reading Material

Men and Nations. pp. 198-200, 208-211, 212-214, 228-229, 234-240, 244-247, 258-262, 324-330, 336-360.

The Human Adventure. pp. 100-107, 131-144, 168-172, 180-193, 197-199.

The Human Side of World History. pp. 45, 86, 88-89, 95, 98-9, 100-104

Problems in World History. pp. 88-92.

IV. Extra Reading Material. For a deeper understanding of the material in this unit, read any of the following references and hand in notes for extra credit.

Everyday Life in Medieval Times. M. Rowling. pp. 13-48.

Life on a Medieval Barony. W.S. Davis. 1-40, 146-158.

Life in a Medieval City. J. and F. Gies. 199-210.

The Middle Ages. Horizon. pp. 94-119.

Age of Courts and Kings. p. Erlanger

The Renassiance and Reformation. 1300-1600. D. Weinstein. pp. 39-62, 108-118, 161-172, 278-294.

The Renaissance. W. Durant. pp. 284-287, 428-440, 547-567, 609-648.

The Age of Chivalry. A. Bryant

Death to the King. C. Alderman.

The Renaissance. Horizon. pp. 40-87.

Everyday Life in Byzantium. T. Rice pp. 29-56, 84-105.

Life in the Rennaissance. M. Gail pp. 40-87.

Renaissance. Time-Life, pp. 138-148.

Age of Faith. Time-Life. pp. 0-20

The World Awakes. P. Brooks and N. Walworth.

The Age of Kings. Time-Life.

The Age of Louis XIV. W. Durant.

The Renaissance. National Geographic. pp. 350-391, 89-90.

The Magna Charta. J. Daughtery.

The Spanish Armada. J. Williams.

Oliver Cromwell and the Puritan Revolution. M. Ashley.

The Battle of the Stanish Armada. R. Marx.

The England of Elizabeth. A.L. Rowse. pp. 261-359.

Louis XIV. V. Buranelli.

El Escorial. J. Gardner, ed. pp. 68-136.

The Prince. N. Machiavelli.

Henry VIII and his Court.

V. Required Activities. Complete each of the following activities using the reading material.

1. Answer the following questions in writing in your own words.

1. Define fuedalism and describe the necessary relationships involved.
2. Define nationlism and explain its importance in the emergence of modern Europe.

2. Choose 2 of the following activities.

1. Draw pictures to illustrate the differences in the daily activities of medieval clergy, nobles, and serfs

2. As a fuedal lord, write a letter to another lord criticizing rhe king's attempt to establish a strong central government.

3. Make a list of the following rulers, identifying them with their realm and summarizing their major accomplishments Charles V Philip II, Henry IV, Richelieu, Louis XIV, Peter the Great, Maria Theresa, Frederick William I, Frederick the Great.

4. Draw a map of Europe showing the "natural frontiers" Louis XIV wanted and the actual territorial results of his wars.

3. Choose 1 of the following activities.

1. Form a group no larger than 3 and discuss the following questions. Have one person take notes to hand in for credit. Be sure to include the names of the people in your group.

1. Why do you think the President of the United States could not say, as Louis XIV in France, "I am the state"?

2. Under Louis XIV, talented artists, writers, and musicians were given government support. Would you advocate such a policy in the United States?

3. Why was it significant that the English king, in accepting Magna Carta, agreed not to be above the law?

4. It has been said that the Holy Roman Empire was niether holy, nor Roman, nor empire. Would you agree? Explain.

4. 2. Present the play, "Prelude to Freedom" to the class (4 major, 3 minor parts).

3. Prepare and give to the class an oral report on the defeat of the Spanish Armada. Give details on how the Spanish fleet was defeated and discuss the sifnificance of the British victory. You might draw a diagram on the blackboard to illustrate Spain's defeat.

4. Report to the class on absolutism as it was practised in France. Read Eisen and Filler, The Human Adventure, Vol. 1, "A Day at the Court of Louis XIV."; and any other sources you can find.

5. Read "The Divine Right of Kings V. the Natural Rights of the people."World History The Clash of Ideas. pp. 22-31. Using the questions as a means to guide your thoughts write an a essay on the subject.

VI. Extra Activities. For extra activities on this unit, please see the teacher.

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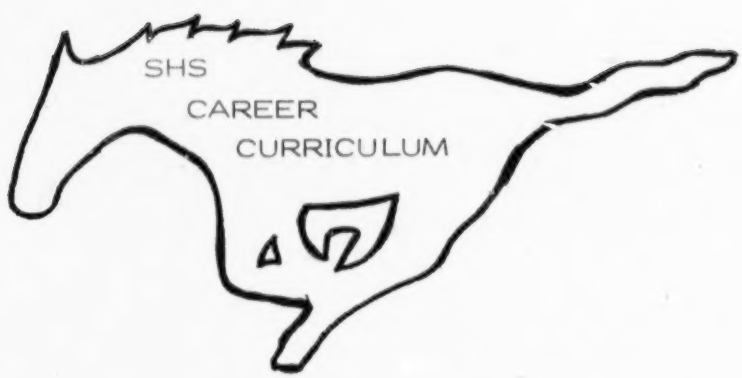

COURSE TITLE: HISTORY OF SCIENCE
AND MEDICINE

PACKAGE TITLE: SCIENCE AND MEDICINE
IN ANCIENT TIMES

BY

JUDY HOFFMAN

SCIENCE AND MEDICINE IN ANCIENT TIMES

I. PROBLEM

The quantity and quality of knowledge in science and medicine during ancient times would surprise you. If you have studied geometry then you are acquainted with the Pythagorean theorem which states that the square of the hypotenuse of a right triangle is equal to the sum of the squares of the other two sides. Ever hear the saying "That's Greek to me!"? Greeks were not only adept in the study of mathematics; they also were very familiar with principles which form the basis of zoology, anatomy, and botany. One Greek philosopher even formulated an atomic theory! The father of medicine, Hippocrates, was a Greek and doctors still take the Hippocratic oath.

Egyptians and other ancient peoples also explored the sciences. Egyptians practiced surgery and studied astronomy. Much of what the Greeks knew came from Egypt.

Just how advanced was the knowledge of these ancient peoples? Was the advanced knowledge limited to the area surrounding the Mediterranean or did other peoples know a great deal about science and medicine? How much of what we know today can we thank these ancient people for?

What types of diseases were people most concerned about in ancient times? How were they treated? What were the important theories in other areas of science?

II. SPECIFIC OBJECTIVES

When you finish this unit you will be able to:

1. Describe in writing the 2 major scientific and/or medical advances each for at least 3 ancient civilizations: Egypt, Greece and any other of your choice.

2. Explain in writing the significance of the findings of ancient scientists for us today.

3. List 3 specific examples of findings or theories from ancient times which are in use in some form today.

III. REQUIRED READING MATERIAL

Read each of the following references:

Men and Nations pp. 13-14, 29, 32, 40, 73-74, 115-117, 121, 144, 173-174

The Human Adventure, Vol. I. pp. 6-10, 45-48, 55-57.

The Human Side of World History, p. 2,7,15,22-23

32 Problems in World History, pp. 24

IV. Required Activities

Complete each of the following activities using the reading material:

1. Questions: Answer each of the following questions in writing in your own words.

    1. What were the most important discoveries in science in Egypt, Greece and Rome? Explain.

    2. What important mathematical or scientific theories were formulated during ancient times and are still in use in some form today?

2. Choose at least 2 of the following activities:

    1. Draw a mural in miniature illustrating the scientific activities of the Egyptians. Your mural should look authentic but need not be very large.

    2. Read "Prehistoric Disease and Primitive Medicine" which you can obtain from the teacher. Either report to the class on the types of diseases and cures used in ancient times or write a short summary (3/4 page) of the article to turn in.

    3. Read a magazine article about present-day treatment of a disease which existed in ancient times. Write a paragraph describing the differences in treatment. Turn in bibliographical information on the article you read.

    4. Draw a political cartoon illustrating any aspect of science and/or medicine in ancient times. Pick up a sheet on political cartoons from the teacher before you begin.

3. Choose at least 1 of the following activities:

    1. Interview a doctor or nurse about a disease which existed in ancient times. You might find out what current treatment for the disease is, what preventive measures are taken to avoid the disease, etc. Write up your interview in a 1 page paper in which you include your reactions to the information you obtain.

2. Write a research paper on the scientific and/or medical advancements made by any on ancient culture. Include a bibliography. (2-3 pp.)

3. Give an oral report to the class on any aspect of ancient science and medicine that has particularly interested you.

4. Take Post Test.

V. Extra Activities

For extra activities please see the teacher.

IV. EXTRA READING MATERIAL (SCIENCE AND MEDICINE IN ANCIENT TIMES)

For a deeper understanding of the material covered in this unit, read any of the following references:

Life Under the Pharoahs. L. Cottrell. pp. 30-31, 187, 193-7, 57-58

Temples, Tombs and Hieroglyphs. B. Mertz. pp. 68-75, 56-57, 100-103.

Everday Life in Ancient Egypt. J.M. White. pp. 179-80, 139-142

Ancient Britons. M. M. Howard. pp. 55-57.

The Legacy of Greece. R. W. Livingstone. pp. 97-248.

Everday Life in Ancient Greece. C.E. Robinson. pp. 140, 150, 74, 144, 98-100.

A Day in Old Athens. Davis. pp. 77-83.

A Day in Old Rome. W.S. Davis. pp. 160-168.

Everday Life in Ancient Rome. F.R. Cowell. pp. 47-48. 89-90, 130-134, 189

Everday Life in Anglo-Saxon Times. M & CHB Quennell. pp. 151 202, 25, 67

Land of the Two Rivers. L. Cotrell. pp. 68-71-72, 82, 31-32. 43-46, 75, 77, 82-84

Ancient America. Time-Life. pp. 25, 42, 49, 126, 70-71, 99, 90, 145-6, 163-164, 76, 94.

Red Land, Black Land. B. Mertz. pp. 195-219, 303-326.

The Greeks: A Great Adventure. I. Asimor. pp. 67, 185-187, 65-66, 265-269, 277-279, 136, 61-2, 135-136.

Classical Greece.. Time-Life. pp. 11, 15-17, 32, 102-104, 138, 58-59, 140-3.

Imperial Rome. Time-Life. pp. 152-3, 109, 68, 141, 143

Ancient Egypt. Time-Life. pp. 12, 141, 145-148, 162, 31, 34

Ancient China. Time-Life. pp. 19, 125-130, 170, 102, 172, 62-63.

Ancient Egypt. J.E.M. White. pp. 89, 104-106, 94-95, 136-138, 142

When Egypt Ruled the East. G. Steindorff. pp. 8, 127-131, 332-345.

The Origins of Science. G. Schwartz. pp. 18-24, 125-193.

The Cradle of Civilization. Time-Life. pp. 159, 124-126, 135

Science and Medicine in Ancient Times

REQUIRED READING MATERIAL

Exploring World History - pp. 11, 12, 78-79, 103

The Human Adventure, vol. I. pp. 6-10, 45-48, 55-57

The Human Side of World History pp. 2,7, 15, 22-23

32 Problems in World History. p. 24.

The following material has been deleted: Prehistoric Disease and Primitive Medicine

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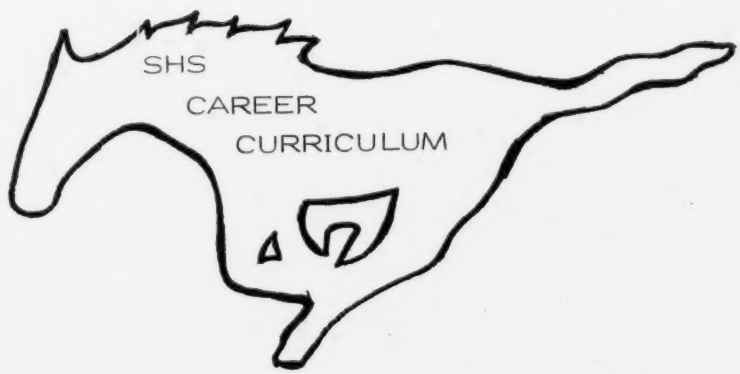

COURSE TITLE: HISTORY OF SCIENCE AND MEDICINE

PACKAGE TITLE: HISTORY OF SCIENCE AND MEDICINE
1000-1700

BY

JUDY HOFFMAN

HISTORY OF SCIENCE AND MEDICINE - 1000-1700

I. PROBLEM

Ancient cultures had a surprising knowledge of science and medicine. Egyptians even practiced a form of brain surgery. But what happened to scientific knowledge once the Barbarians pillaged Rome? What happened to scientific knowledge when there were no civilizations capable of carrying on research into and preservation of medical secrets?

Actually, not all was lost during the Middle Ages. And after the reawakening of interest in classical learning during the Renaissance and the contact with civilizations of the Near East during the Crusades, there were many discoveries made which were important to medicine. What were these discoveries? What effect did they have on the practice of medicine?

What diseases were prevalent during this period of time? What cures were part of accepted medical practice? What was the life expectancy? What were the major killers of people during this time? Are there any diseases from this period which are still major problems today? What medical practices used during the Middle Ages and Renaissance are still in use today?

What were the major theories in science and mathematics? How were they influenced by other ideas popular during this period?

II. SPECIFIC OBJECTIVES

When you finish this unit, you will be able to:

1. Identify in writing the major medical practices and cures of the Middle Ages and Renaissance.

2. Describe in writing the major diseases of the Middle Ages and Renaissance.

3. Describe in writing the preservation of medical knowledge during the Middle Ages and discoveries in science which occurred during the Renaissance.

4. Identify in writing which occupations during the Middle Ages and Renaissance were related to science and medicine.

5. Express an appreciation for the efforts of science to save lives and make medical advancements during the Middle Ages and Renaissance.

III. REQUIRED READING MATERIAL

1. The Human Adventure. vol. I. pp. 147-148, 163-166, 193-196.

2. The Human Side of World History. pp. 50, 57-58, 64-66, 82-83.

3. The material in the Study Guide.

4. Men and Nations p. 233, 272, 300-304

5. Mankind. pp. 80-92.

V. REQUIRED ACTIVITIES

Complete each of the following activities, using the reading material:

1. Answer the following questions in writing.

    1. Describe medical practices and diseases during the Middle Ages.

    2. List 3 occupations related to medical science during the Middle Ages and Renaissance.

    3. What was the plague? How did it affect Europe?

    4. What major scientific theories were developed between 1000 and 1700?

2. Choose 2 of the following activities:

    1. Prepare an oral report on one of the following topics to present to the class.

        a. Diseases of the Middle Ages and Renaissance and their cures.
        b. The discovery of the circulation of the blood.
        c. William Harvey
        d. The role of the Church in the preservation of scientific knowledge during the Middle Ages.
        e. Copernicus
        f. Galileo

    2. Prepare an attractive brochure of medical instruments and drugs as if you were advertising them for sale during the Middle Ages and/or Renaissance. Warning: information on this topic is hard to find!

    3. Write a well-organized, well-written paper on the medical research of Leonardo da Vinci. Include a bibliography in the correct form (See the teacher if you do not know what the form is for a bibliography.) 3-4 pages

4. Read The Journal of the Plague Year by Daniel Defoe or The Day of St. Anthony's Fire by Fuller and fill out a critique form.

5. Write a newspaper article covering the reaction to Galileo's work. Research the topic first.

3. Choose one of the following activities.

1. Read a current magazine article on one disease common in the Middle Ages and Renaissance (i.e., what its status is today) -- Check the Reader's Guide to Periodical Literature for suggestions. Write a paper comparing what you read in the article with what you read about the disease from the reading material required in this unit.

2. Draw a political cartoon concerning the role of the Church in the preservation of medical knowledge during the Middle Ages.

3. Put on the play "The Little Beasties" with 3 other people in the class. Props and costumes are welcome. Present the play to your class.

4. Write an essay on the importance of the work of Copernicus and Galileo. Use specific examples (1-2 pages).

4. Take the Post-Test.

VI. EXTRA ACTIVITIES

Please see the teacher for extra activities for this unit.

IV. EXTRA READING MATERIAL -- MEDICINE 1000-1700

For a deeper understanding of the material in this unit, read any of the following references and hand in notes for extra credit.

The Development of Modern Science. G. Schwartz, P. Bishop pp. 515-548, 575-599, 713-716

London in Plague and Fire, 1665-1666. R. Bartel.

The Origins of Science. G. Schwartz. 18-60, 194-416.

The Plague in Shakespeare's London. F.P. Wilson.

Six Wings. A. Sarton.

Life on a Medieval Barony. W.S. Davis. pp. 277-285, 337-8

Everday Life in Medieval Times. M. Rowling. pp. 175, 211, 141

Life in a Medieval City. J. and F. Giles. pp. 109-119, 161-163

Henry VIII and His Court. N. Williams, pp. 108, 156, 246, 249.

The Middle Ages. Horizon. pp. 379-382, 373, 328.

Life in the Middle Ages. J. Williams. pp. 139-145.

The World Awakes. P. Brooks. pp. 145-148.

Life in the Renaissance. M. Gail. pp. 100-108, 55-56

Age of Kings. Time-Life. pp. 107-115.

Renaissance. Time-Life. p. 91, 20, 123-124, 136-137

The Renaissance. Horizon. pp. 342, 378, 47, 102, 142, 172, 181-2, 340-2, 120-121, 188, 328, 339.

Everday Life in Byzantium. T. Rice. pp. 32, 153, 204.

Famous Men of Science. S. Bolton. pp. 1-47.

History of England. W.E. Lunt. pp. 156-157.

English Social History. G. Trevelyan. pp. 65, 119, 8-9, 63, 142, 247, 288-90, 256-259.

The Universe of Galileo and Newton, Horizon.

The Renaissance. W. Durrant. pp. 530-537.

William Harvey. R.B. Marcus.

Health and Disease. Dubos, R. pp. 31-3, 36-37.; Life Simpson. pp. 312-17

HISTORY OF SCIENCE AND MEDICINE 1000-1700

REQUIRED READING MATERIAL

Exploring World History - pp. 130, 147 (sanitation), 184-185, 194-196

The Human Adventure, vol. I. pp. 147-148, 163-166, 193-196.

The Human Side of World History pp. 50, 57-58, 64-66, 82-83, 91, 94.

Mankind pp. 80-92

The following material has been deleted: Lord Mayor and Aldermen of London

The following material has been deleted: College of Physicians

The following material has been deleted: Black Death and the Maturing ofMan

Yellow Fever

From Chains to Moral Treatment

"A Disease Cald Milksick"

By Dr. Dan Snively and Jan Thuerbach

The Great Plague of 1913

By Irwin Ross

The Scourge of Typhoid

By Dr. Gordon W, Jones

SAHUARITA HIGH SCHOOL

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PROJECT

COURSE TITLE: WORLD HISTORY

PACKAGE TITLE: BUSINESS AND INDUSTRY--1750-1900

BY

JUDY HOFFMAN

BUSINESS AND INDUSTRY--1750-1900

I. PROBLEM The invention of machines and the development of the factory system paved the way for full scale development of business and industry. Demand for goods steadily increased and new methods of producing desired goods were developed. The Industrial Revolution changed people's lives almost immeasurably. People began to go to work rather than have their work brought to them as in the domestic system. Cities grew too fast and problems developed as the gap widened between the managerial class and the working class. Slums appeared and working conditions were terrible, though when compared to the worker's former homes, they were not that bad. The capitalists were interested in large profits and low costs so it was a long time before the conditions were improved very much. Many writers attacked the unhealthy practices such as child labor (many children were tied to their posts and beaten if they fell asleep). Finally some laws were passed but it wasn't until the development of labor unions that much was accomplished in reforming factory and working conditions.

Businessmen were able to amass large fortunes through industries and the related trade. Monopolies became commonplace until finally government began taking a more active part in the regulation of business.

What industries developed after 1750? What were working and living conditions like in the fast growing cities? What laws were passed in an attempt at reform? What forms of business organization were developed as a result of industrial growth? What effect did monopolies have on the small businessman? What areas of life were affected by industrial and business growth? Which countries took the lead in industrial and business expansion? What role did the government of various countries play in the development of business and industry? What philosophical ideas were developed about the relationship of man and society as a result of the Industrial Revolution? What effect did the development of industry and business have on the economy of various countries?

II. Specific Objectives. When you finish this unit, you will be able to:

1. Explain in writing the areas in which industry and business developed from 1750-1900.

2. Explain in writing the effects both good and bad which the developments in industry and business have had on man (including economy, standard of living, working conditions, etc.)

3. Explain in writing the forms of business which developed as a result of the industrial growth and what part government played in their regulation.

4. Explain in writing the reform movements of the 1800's in relation to working conditions.

5. List in writing which countries led in industrial growth in the 1800's.

III. Required reading material. Read each of the following references.

Men and Nations. pp. 439-456, 632-639, 644-646.

The Human Adventure, vol. 2. pp. 2-25.

The Human Side of World History. pp. 105, 127-8

The Human Side of American History. pp. 77, 81, 85, 103-105 119-121, 158-170, 182-183, 206-209/

IV. Extra Reading Material. For a deeper understanding of the material in this unit, read any one of the following references.

Any of the Williamsburg Series on Colonial occupations

Bankers and Cattlemen. G. Gressley.

Industrial Revolution and Nationalism. W. Lindquist.

Age of Progress. Time-Life.

The Confident Years. American Heritage. pp. 161-186, 225-240

No More Than Five in a Bed. S. Dallas.

Company Town.

History of England. vol. III, G.M. Trevelyan. pp. 132-206

England. Horizon. pp. 154-197

The Big Four. O. Lewis.

The Robber Barons. M. Josephson.

Captains of Industry. American Heritage.

The Communist Manifesto. K. Marx.

Industrial Genius. S. Slater.

Silver Kings. O. Lewis.

Bonanza Inn. O. Lewis

V. Required Activities. Using the reading material complete each of the following activities.

1. Answer the following questions in writing in your own words.

    1. List 5 Areas of life in which industry and business developed from 1750-1900.

    2. Identify the following briefly:

laissez faire	Dickens
Corn Laws	Mill
strike	collective bargaining
Sherman Anti-Trust Act	monopoly

    3. What nations were most industrialized by the 1900's Which areas lagged behind?

2. Choose 2 of the following activities.

    1. Write an editorial for a newspaper in which you either defend or attack completely free enterprise.

    2. Write a short essay on the nature of big business indluding a discussion of some of its outstanding features.

    3. Draw a political cartoon showing some of the problems of the cities of the 1800's. If you are not familiar with what a political cartoon is, please get a sheet on political cartoons from the teacher.

    4. Write an editorial in favor of reform in working conditions for the London Times.

    5. Write a letter to a friend about forming a corporation. Be sure to discuss the advantages of a corporation.

3. Choose 1 of the following activities.

    1. Form a group no larger than 3 students. Discuss the following questions. Have one person take notes for the entire group.

        1. How did the assembly line change working conditions? Do you think mass production necessarily leads to boredom or a lack of creativity? Would such factors influence your decision to become an assembly-line worker in a large factory? Justify your

position.

2. In some countries, like the United States, natural monopolies are run by huge private corporations under government control; in many other countries they are operated by the government itself.
2 Explain which system you prefer and why.

3. Today there are still many underdeveloped nations in Asia, Africa, and Latin America. Why do you think they are trying hard to become industrialized?

4. What provisions do you think child labor laws should have today?

5. It has been claimed that the Industrial Revolution created a new man--the industrial worker, or proletarian. In what respects is this claim valid?

2. Read the selection "Who Should Control Big Business" World History: The Clash of Ideas. pp. 55-67 Form a group no larger than 3 people and discuss the questions at the end of the selection. Have one person take notes for the entire group.

3. Read the selection "Two Views on Work" World History: The Clash of Ideas. pp. 32-42. Form a group no larger than 3 people and discuss the questions at the end of the selection. Have one person take notes for the entire group.

4. Read the selection "The Communist Manifesto as a Product of its Time" 32 Problems in World History pp. 155-162. Form a group no larger than 3 people and discuss the questions at the beginning of the selection (skip the last part of question #3). Have one person take notes for the entire group.

5. Give an oral report to the class on the fortunes of big businessmen of the late 1800's in America. As a part of your report, show the filmstrip "An Age of Gilded Opulence".

VI. Extra Activities. Please see the teacher for suggestions of extra activities, or do any of the following.

1. Watch the filmstrips which follow and take notes to be handed in.

"Money at Work in the Steel Industry"

"Competition and Research in the Steel Industry"
"The Industrial Revolution in America"
"The Romantic Decades"

2. Read any novel about conditions in industries and either write a paper on working conditions using examples from the book, or give an oral report to the class on the book.

Sister Carrie. T. Dreiser.
How Green Was My Valley. Llewellyn.
The Octopus. F. Norris.
The Jungle. U. Sinclair

SAHUARITA HIGH SCHOOL

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PROJECT

COURSE TITLE: POLITICAL REVOLUTIONARIES

PACKAGE TITLE: 1750 - 1905

BY

JUDY HOFFMAN

I. PROBLEM. The ideas which grew during the 1600's and 1700's in England and France were to have a vast effect on the world. Although they caused a peaceful change in the government in England, France was not that lucky. The revolution which occurred in France in 1789 was so bleedy that thousand of people were executed. The American Revolution in the previous decade had been a violint one also. In France it took more than a century to establish a stable government.

Who were the men who actively challened the establishment? Which ideas, previously developed, influenced them most? What methods did they use to achieve their goals? What walks of life did they come from? What actions did they take once they became the establishment? Did revolutionaries of one country inspire or otherwise affect revolutionaries in other countries? How are the desires and goals of today's political revolutionaries different from those of the 18th and 19th centuries? How did the goals of revolutionaries change within this period of time?

II. Specific objectives. When you complete this unit you will be able to:

1. Identify in writing major revolutionary figures of the 18th and 19th centuries.

2. Identify in writing the conditions which drove these major revolutionary figures during the 18th and 19th centuries to action.

3. Explain in writing the changes these revolutionary figures wanted to make and what they were able to accomplish.

4. Explain in writing how the ideas and motives of revolutionaries changed over the 3 centuries in question (17th, 18th and 19th) and how these ideas and motives are similar to or different from those of revolutionaries today.

5. Describe in writing the personalities and backgrounds (including occupations) of major revolutionaries figures of the 18th and 19th centuries and compare them with the personalities and backgrounds of revolutionary figures today.

III. Required Reading Material.

1. Men and Nations. pp. 391-397, 399, 401-413, 421, 433-437, 453-456, 462-466, 476, 483, 505-506.

2. Human Side of American History. pp. 37-38, 39-41, 42-43 47-48.

3. Human Adventure, Vol. I. pp. 208-210, 217-229, Vol. II. pp. 8-17,

4. Human Side of World History. pp. 110, 114-115

5. 32 Problems in World History. pp. 155-162

IV. Extra Reading Material. For a deeper understanding of the material in this unit, read any of the following references - or any book on the American or French Revolution even if not listed.

The Anatomy of a Revolution. C. Brinton

The French Revolution. R. Sobel

American Revolutionaries in the Making. C. Sydnor

The French Revolution. G. Pernond + S. Haissier

The Era of the French Revolution. L. Gershoz

Robespierre. G. Rude

The Quiet Rebels. P. Sterling + M. Brau

Liberty, Equality and Fraternity. C. Alderman

Turncoats, Traitors and Heroes. Bakeless.

Paris in the Terror. S. Loomis

The Communist Manifesto. K. Marx.

Karl Marx. Mehring

Marx and the Marxists. S. Hook pp. 11-75

Rebels and Redcoats. G. Sheer + H. Rankin pp. 15-30, 42-54.

Book of the Revolution. American Heritage pp. 11-97.

Patrick Henry. M. Tyler

Samuel Adams. C. Alderman

Spy for Liberty. A. Ruskin

Famous Latin American Liberators. B. Bailey

Zapata and the Mexican Revolution. J. Womack

The American Revolution. G. Billias

V. Required Activities. Complete each of the following activities using the reading material.

1. Questions. Using the reading material answer each of the following questions in writing in your own words.

   1. List 3 revolutionary figures for each of the following: The French Revolution, the American Revolution and revolutions in Latin America.

   2. Who was Karl Marx and why would he be considered a revolutionary figure?

   3. For each of the following list 2 causes which prompted men to resort to revolutionary ideas and/or actions.

      The French Revolution
      The American Revolution
      Revolutions in Latin America
      The Industrial Revolution

2. Choose 2 of the following activities.

   1. Read "A Comparison of the American and French Revolutions". In 32 Problems in World History, p. 129. Using the information in the article write an essay on the differences and similarities between the French and American Revolutions.

   2. Write an essay on the following topic: The American Partiots constituted only about a third of the population in the colonies, yet their revolution succeeded. In other countries, even smaller groups have staged successful revolutions. How do you account for such success by small minorities?

   3. Form a group no larger than 3 and discuss the following questions. One person should take notes to hand in:

      1. During the early days of the French Revolution parish preasts generally supported the common people while the higherclergy generally supported the nobles. How do you explain this fact?

      2. The French Revolution came suddenly and violently. By what means could Louis XVI have fore-stalled it?

      3. Why did Spain try to keep the ideas of the Enlightenment, the American Revolution, and the French Revolution from spreading the Latin America? Are there countries in the

contemporary world that try to prevent the free flow of ideas? Do you think they can succeed? Why?

4. Do you think that the reasons for colonial resentment and eventual revolution were mainly economic rather than political? Can you give examples of present day situations where economic factors influence the course of events?

5. Karl Marx predicted that capitalist societies would be faced with inevitable revolutions. For what reasons has this not happened in the United States?

4. Draw a political cartoon showing an issue in the French Revolution. Get a sheet on political cartoons from the teacher before you begin.

5. Draw a political cartoon showing an issue in the American Revolution. Get a sheet on political cartoons from the teacher before you begin.

6. Do a time line of the period between 1760 and 1815. Before you begin get a sheet on time lines from the teacher.

3. Choose one of the following activities.

1. Write an editorial for American Colonial newspaper stating either a loyalist or Patriot position.

2. As a citizen of the United States, write a letter to a pro-revolutionary friend in Latin American at the time of the revolts there, giving him encouragement.

3. Write a shourt play showing a scene that might have taken place in the French Revoluton. 250 pts.

4. Diary of a person during the Reign of Terror. Write an account such as that which might have been found in a diary of someone living during the Reign of Terror in Franc.--1-2 pages.

5. Watch the filmstrip on Eighteen Century France. Make up 10 questions which bring out the important points in the filmstrip.

6. Read a magazine article on any revolutionary figure covered, in the reading. Write an abstract. Hand in bibliographical information too.

7. Read 2 magazine articles or another approved source about any revolutionary figure in the past 20 years such as Fidel Castro, Che Guevaca, Angela Davis, Cesar Chavez, Eldridge Cleaver, Abby Hoffman or any Black Panther, etc. and write an essay comparing the backgrounds and ideas of the present revolutionary figures with those of ones covered in this unit. In your paper cover the questions: Do the ideas of <u>past</u> revolutionary figures seem radical to you now?

SAHUARITA HIGH SCHOOL

CAREER

CURRICULUM

PROJECT

COURSE TITLE: POLITICAL REVOLUTIONARIES: 1900 - 1930

PACKAGE TITLE: POLITICAL REVOLUTIONS: 1900 - 1930

BY

JUDY HOFFMAN

POLITICAL REVOLUTIONS: 1900-1930

I. PROBLEM. The period between 1900 and 1930 was an important one for political revolutions. It was during this time that Russia threw off the rule of the czar and a man succeeded in applying the ideas of an earlier political revolutionary, Karl Marx, to a situation entirely different from the one Marx believed would cause a revolution. Instead, N. Lenin modified Marxism and successfully carried out a revolution by the elite (that is, by a very few number of people). It was this adaptation of Marx's ideas which eventually became Communism as we know it today.

What conditions existed in Russia which promoted the use of revolutionary tactics? Why had a previous revolution in 1905 failed? What kind of a man was Lenin? Who were his followers? In what ways did he alter Marx's ideas? Who were the Bolsheviks? After the power was taken by the Communists, what kind of life did they preach for the people of Russia and the world? Was their intent to follow the ideas of Karl Marx or did they continue to alter his proposals? And finally, did the Communists practice what they preached? -- and do they today follow their own ideals in practice?

A revolution was also carried out in China between 1900 and 1930. The Manchu dynasty was too slow in making reforms and revolutionary leaders succeeded in forcing them to give up their rule. Important in this movement was Dr. Sun Yat-Sen.

What conditions were the people struggling against in China? What type of government did they want? Was this revolution one by the masses or an elite as in Russia? What effect did the success of the revolution have on China?

Mexico also underwent a revolution between 1910 and 1920. What were its causes? Results? Heroes? How did it affect the United States?

II. Specific Objectives. When you finish this unit, you will be able to:

1. Explain in writing the conditions in Russia which encouraged revolutionaries to act.

2. Explain in writing what the causes and effects of the Russian Revolution of 1905 were.

3. Explain in writing who N. Lenin was and why he was important.

4. Explain in writing how Lenin altered the ideas of Marx and why.

5. Explain in writing the successes of the Russian Revolution and the effect it has had on Russia and the world.

6. Explain in writing the causes and effects of the revolution in China.

7. Explain in writing the causes and effects of the revolution in Mexico.

III. Required Reading. Read each of the following references. You may be quizzed orally on your reading assignments.

1. Men and Nations. pp. 505-506, 682-691, 564-565.

2. The Human Adventure, vol. 2. pp. 123-188, 88-89.

3. South by Southwest. pp. 51-70.

4. The material in the Study Guide.

IV. Extra Reading Material. For a deeper understanding of the material in this unit, read any of the following references.

Peace by Revolution. Tannenbaum.

Ten Days that Shook the World. Reed.

Soviet Marxism. H. Marcuse.

The Life of Lenin. L. Fischer.

The LIfe and Death of Lenin. R. Payne.

The Russian Revolution L. Trotsky.

Why Lenin? Why Stalin? T. von Laue.

Lenin and Trotsky. CBS News.

Red October. R. Daniels.

The Russian Revolution. CBS Legacy.

Russia in Revolution. Horizon.

The Russian Revolution. Lecar.

The Russian Revolution. A. Moorehead.

Ten Days in November. I. Werstein.

A History of Russia. Horizon. pp. 268-363.

Russia. W. Habberton. pp. 140-186.

Russia. R. Daniels. pp. 56-105.

Russia: Selected Readings. H. Kublin. pp. 152-195.

The Man Who Changed China. P. Buck.

Stilwell and the American Experience in China B. Tuchman. pp. 25-41.

The Mexican Revolution. R. Quirk.

Zapata and the Mexican Revolution. J. Womack.

V. Required Activities Using the reading material complete each of the following activities.

1. Questions. Answer each of the following questions in writing in your own words.

   1. Why did the Russian revolutionary movement of 1905 fail?
   2. How did conditions in Russia in 1921 contradict Marxist theory?
   3. How did Lenin modify Marxism?
   4. Who was Sun Yat-Sen and why was he important?
   5. Who was Pancho Villa and why was he important?

2. Choose 2 of the following activities.

   1. Write a letter to Czar Nicholas II explaining why you think it is a mistake to return to oppressive measures after issuing the October Manifesto.
   2. Write an essay on the following topic: Lenin won the support of the Russian masses with his slogan, "Land, Peace, and Bread." What does this say about the conditions in Russia in 1917? Do you think Lenin would have gained more supporters if he had promised political freedom to the Russian people?
   3. Read 2 magazine articles relating to the Russian Revolution. Turn in abstracts and bibliographical information on each.
   4. Draw a series of political cartoons on the Russian Revolution covering aspects such as causes, effects, leaders, world sentiment, etc.
   5. Draw a political cartoon illustrating the difference between Pancho Villa and E. Zapata.

3. Choose 1 of the following activities.

   1. Read a biography of Lenin and give an oral report to your group.

   2. Read The God That Failed and write a paper explaining how the changes in communism by Lenin and Stalin played a part in the disillusionment of the contributors who wrote this book with communism.

   3. Read Animal Farm by G. Orwell and and write a paper explaining the satire on revolution and communism. Use specific examples from the book and from your required reading.

   4. Present the play Seeds of Revolution to the class. Props and costumes are welcome.

   5. Organize a debate (3 people) on the subject of the benefits versus the disadvantages of Lenin's success in Russia. Research your topic well so your debate will be factual and informative.

   6. Write and present to the class (4 people) a You Are There segment on the Bolshevik Revolution on November 17, 1917.

   7. Read a book on the Mexican Revolution. Fill out a critique form.

VI. Extra Activities. For suggestions for extra activities or books, please see the teacher.

The Farther Shores of Politics. G. Thayer.

SAHUARITA HIGH SCHOOL

CAREER

CURRICULUM

PROJECT

COURSE TITLE: WORLD HISTORY

PACKAGE TITLE: 1750-1850

BY

JUDY HOFFMAN

WORLD HISTORY -- 1750-1850

I. PROBLEM. The ideas which grew during the 1600's and 1700's in England and France were to have a vast effect on the world. Although they caused a peaceful change in the government in England, France was not that lucky. The revolution which occurred in France in 1789 was so bloody that thousands of people were executed. The American Revolution in the previous decade had been a violent one also. In France it took more than a century to establish a stable government.

Who were the men who actively challenged the establishment? Which ideas, previously developed, influenced them most? What methods did they use to achieve their goals? What walks of life did they come from? What actions did they take once they became the establishment? Did revolutionaries of one country inspire or otherwise affect the revolutionaries in other countries? How are the desires and goals of today's political revolutionaries different from those of the 18th and 19th centuries? How did the goals of revolutionaries change within this period of time?

II. Specific Objectives. When you complete this unit, you will be able to:

1. Identify in writing major revolutionary figures of the 18th and 19th centuries.

2. Identify in writing the conditions which drove these major revolutionary figures during the 18th and 19th centuries to action.

3. Explain in writing the changes these revolutionary figures wanted to make and what they were able to accomplish.

4. Explain in writing how the ideas and motives of revolutionaries changed over the 2 centuris in question (18th and 19th) and how these ideas and motives are similar to or different from those of revolutionaries today.

5. Describe in writing the personalities and backgrounds (including occupations) of major revolutionaries of the 18th and 19th centuries and compare them with the personalities and backgrounds of revolutionary figures today.

6. Explain in writing how the Industrial Revolution affected life and social changes during this time.

7. Explain in writing why Napoleon was important to France.

III. Required Reading Material. Read each of the following references:

1. Men and Nations. pp. 384-457.
2. The Human Side of American History. pp. 33-118 (Any 10 pages)
3. The Human Side of World History. pp. 106-131.
4. The Human Adventure, volume I. pp. 208-236.
5. 32 Problems in World History. pp. 109-114.

IV. Extra Reading Material. For a deeper understanding of the material in this unit, read any of the following references -- or any book on the American or French Revolution even if not listed.

The Anatomy of a Revolution. C. Brinton.

The French Revolution. R.Sobel.

American Revolutionaries in the Making. C. Sydnor.

The French Revolution. G. Pernoud and S. Haissier.

The Era of the French Revolution. L. Gershoy.

Robespierre. G. Lude.

The Quiet Rebels. P. Sterling and M. Brau.

Liberty, Equality and Fraternity. C. Alderman.

Turncoats, Traitors and Heroes. Bakeless.

Paris in the Terror. S. Loomis.

The Communist Manifesto. K. Marx.

Karl Marx. Mehring.

Marx and the Marxists. S. Hook. pp. 11-75.

Rebels and Redcoats. G. Sheer and H. Rankin. pp. 15-30, 42-54.

Book of the Revolution. American Heritage. pp. 11-97.

Patrick Henry. M. Tyler.

Samuel Adams. C. Alderman.

Spy for Liberty. A. Ruskin.

Famous Latin American Liberators. S. Bailey.

Zapata and the Mexican Revolution. J. Womack.

The American Revolution. J. Billias.

Americans: The Colonial Experience. D. Boorstien.

The French and Indian War. D.B. Chidsey.

The Great Separation. D.B. Chidsey.

The Musket and the Cross. W.D. Edmonds.

A History of Colonial America. Chitwood.

Medicine in the American Colonies. Beck.

Law and Authority in Colonial America. Billias.

The First Frontier. Miller.

Sam Adams: Pioneer in Propaganda. Miller.

The Infamous Boston Massacre. Smith.

The Golden Age of Colonial Culture. Wertenbaker.

The Men Who Made the Nation. J.D. Passos.

The War of 1812. Lawson.

A Tour on the Prairies. Irving.

The Life and Times of Napoleon. Curtis.

V. Required Activities. Complete each of the following activities using the reading material.

1. Questions. Using the reading material answer each of the following questions in writing in your own words.

1. List 3 revolutionary figures for each of the following: The French Revolution, the American Revolution, the Latin American Revolutions.

2. For each of the following list 2 causes which prompted men to resort to revolutionary ideas and/or actions. The French Revolution, the American Revolution, the Industrial Revolution, the Latin American Revolutions.

3. What social classes became more important as a result of the Industrial Revolution?

4. What ideas were spread by Napoleon's invasions?

2. Choose at least 2 of the following activities.

1. Read "A Comparison of the American and French Revolutions." in 32 Problems in World History, p. 129. Using the information in the article write an essay on the differences and similarities between the French and American Revolutions.

2. Write an essay on the following topic: The American Patriots constituted only about a third of the population in the colonies, yet their revolution succeeded. In other countries, even smaller groups have staged successful revolutions. How do you account for such success by small minorities?

3. Form a group no larger than 3 and discuss the following questions. One person should take notes to hand in.

1. During the early days of the French Revolution parish priests generally supported the common people while the higher clergy generally supported the nobels. How do you explain this fact?

2. The French Revolution came suddenly and violently, By what means could Louis XVI have fore-stalled it?

3. Why did Spain try to keep the ideas of the Enlightenment, the American Revolution, and the French Revolution from spreading to Latin America? Are there countries in the contemporary world that try to prevent the free flow of ideas? Do you think they can succeed? Why?

4. Do you think that the reasons for colonial resentment and eventual revolution were mainly economic rather than political? Can you give examples of present day situations where economic factors influence the course of events?

4. Draw a political cartoon showing an issue in the French Revolution. Get a sheet on political cartoons from the teacher before you begin.

5. Draw a political cartoon showing an issue in the American Revolution. Get a sheet on political cartoons from the teacher before you begin.

6. Do a time line of the period between 1760 and 1815. Before you begin get a sheet on time lines from the teacher.

3. Choose at least one of the following activities.

    1. Write an editorial for American Colonial newspaper stating either a Loyalist or Patriot position.

    2. As a citizen of the United States, write a letter to a pro-revolutionary friend in Latin America at the time of the revolutions there, giving him encouragement.

    3. Write a short play showing a scene that might have taken place in the French Revolution.

    4. Diary of a person during the Reign of Terror: Write an account such as that which might have been found in a diary of someone living during the Reign of Terror in France. 1-2 pp.

    5. Watch the filmstrip on Eithteenth Century France. Make up 10 questions which bring out the important points in the filmstrip.

    6. Find 1 magazine article on France during the time of Napoleon. Write a summary of the article and turn in bibliographical information.

    7. Make a list of the permanent effects of the French Revolution and the Napoleonic era.

VI. Extra Activities. For suggestions for extra activities, please see the teacher.

Tale of Two Cities. C. Dickens.

SAHUARITA HIGH SCHOOL

CARRER

CURRICULUM

PROJECT

COURSE TITLE: WORLD HISTORY

PACKAGE TITLE: A HISTORY OF WITCHCRAFT

BY

JUDY HOFFMAN

A HISTORY OF WITCHCRAFT

I. PROBLEM. "Witchcraft" is a word that inspires feelings of awe or ridicule or fear in people. In recent years much interest has been revived in witchcraft. It has even been practiced as a religion in the past and present. Just what is witchcraft? What historical importance has witchcraft held? What references appear in the Middle Ages and Renaissance especially? Joan of Arc was burned at the stake as a witch and heretic. Why did people fear witchcraft so much that innocent people were accused of it? The Salem Witch Trials are a black moment in our own colonial history!

What other influence has witchcraft had on our heritage? Halloween is a celebration associated with witchcraft. Alchemy, a medieval science, was also tied to the occult powers. And it wasn't until this century that the last laws concerning witchcraft were wiped from the books.

II. Specific Objectives. When you finish this unit, you will be able to:

1. Explain in writing the place witchcraft has held in the history of man with and emphasis in the period from 1000-1700.

2. Explain in writing reactions against witchcraft throughout history.

III. Required Reading Material. Read the material provided in this study guide.

Human Side of World History. p. 52

"The Devil in Salem". Am. Hist. Illustrated. 12/71. p. 4-9, 44-48.

IV. Extra Reading Material. Read any of the following references and hand in notes for extra credit.

Folklore in the English and Scottist Ballads. L. Wimberly. pp. 203-224.

A Cauldron of Witches. C.L. Alderman.

Folktales of England. K. Briggs and R. Tongue. pp. 50-1, 58-9, 46-7, 62-3, 110-112.

Witchcraft and Black Magic. P. Haining

Navajo Witchcraft.

The Truth About Witchcraft. H. Holyer

A History of Magic. J.A. Rony

The Dark World of Witches. E. Maple

The Complete Book of Witchcraft. R. Ahmed

The Devil in Massachusetts. M.C. Starkey

The Devils Shadow. C. Alderman

Witchcraft. P. Hughes

Witchcraft at Salem. C. Hanson

V. Required Activities. Complete each of the following activities, using the reading material.

1. Answer the following questions in writing in your own words from the article in the study guide.

1. Explain the origin of such legendary figures as Merlin, Nimue, Lyle and Vivienne in Arthurian legends.

2. What gods are important in the history of witchcraft?

3. What effect did Christianity have on witchcraft?

4. What were the findings at the Salem Witch Trials?

2. Choose 2 of the following activities.

1. Write a paper in which you compare the references to witches in different sources such as Greek mythology, the Bible, or folklore and literature of the Middle Ages. (See Folklore in the English and Scottish Ballads or Folktales of England.) Your finished paper should be well-organized and well-supported by specific examples from your references. 3-4 pp.

2. Write an editorial on the trial of Joan of Arc, pretending you are a reporter for the Paris Tribune(1 page). Make your editorial as authentic as possible.

3. Do a political cartoon on the Salem Witch Trials. Research the subject before you begin so that your finished cartoon is well-though out.

4. Read 2 of the following legends and write a short essay on witchcraft in the legends of the Middle Ages.

King Arthur and his Noble Knights. M. MacLeod.

"The False Craft of Morgan LeFay" pp. 35-37
"Chapel Perilous and the Sorceress" pp. 77-82
"The Magic Draught" pp. 155-159
"The Drinking Horn of Morgan LeFay" pp. 160-163
"The Treason of Morgan LeFay" pp. 184-187
"The Shield of Morgan LeFay" pp. 200-205

Stories of King Arthur and His Knights. B. Picard.

"The Treachery of Morgan LeFay" pp. 27-36

The Story of King Arthur and His Knights. H. Pyle.

--pp. 53-64
--pp. 163-204 (The Story of Merlin) each chapter considered separate
--pp. 305-312

5. Read 1 magazine article on witchcraft today and turn in an abstract of the article. Include the title of the article, title of the magazine, volume number, date and pages.

3. Choose 1 of the following books to read. Fill out a critique form.

Witches of Blackbird Pond. Speare

A Mirror for Witches. Forbes

Rosemary's Baby.

Joan of Arc.

The Crucible. A. Miller

The Crystal Cave. M. Stewart

The Once and Future King. T. White

The Sword in the Stone. T. White

Witchcraft of Salem Village. S. Jackson

4. Take the test.

VI. Extra Activities. For extra activities on this unit, please see the teacher.

The Age of Chivalry. National Geographic. pp. 320-329.

The following material has been deleted; A History of Witchcraft

By Paul Hudson

SAHUARITA HIGH SCHOOL

CAREER

CURRICULUM

PROJECT

COURSE TITLE: WORLD HISTORY

PACKAGE TITLE: SOCIAL SCIENTISTS

BY

JUDY HOFFMAN

The following material has been deleted: Introducing Anthropology

SAHUARITA HIGH SCHOOL

CAREER

CURRICULUM

PROJECT

COURSE TITLE: HISTORY OF SCIENCE AND MEDICINE

PACKAGE TITLE: 1900-PRESENT

BY

JUDY HOFFMAN

SCIENCE AND MEDICINE (1900-Present)

I. PROBL' '. It has been said that scientific knowledge has increased more since 1900 than it did in all the history of mankind befor 190[illegible] Hard to believe? but true.

What great discoveries have been made since 1900? the polio vaccine, penicillin, insulin and Einstein's theory of relativity are just a few. What factors have made such great advances possible? In what fields have these advances been made? Have any new scientific field been developed? Which of these scienctific discoveries directly affect your life? What problem does necessary specialization in science p.esent?

II. Specific Objectives. When you finish this unit, yo will be able to:

1. Identify in writing major scientists from 1900 to the present and match them with their discoveries.

2. Explain in writing the importance of major scientific discoveries since 1900.

3. Express an apprecation for the wealth of scientific knowledge which has been developed since 1900.

III. Required Reading Material. Read each of the following references. You may be quizzed orally on the assignment.

1. Men and Nations.-pp. 617-618, 620.624, 628-632, 825-830.

2. The Human Side f World History-p. 176-177.

3. The Human Side of American History-pp. 279-299, 302-304

IV. Extra Reading Materials. For a deeper understanding of the material in this unit, read any of the following references.

Breakthroughs in Science. I. Asimov, pp. 163-171, 19) 193

Famous Men of Science. St. Balton, pp. 151-314

Twentieth Century Discovery. I. Asimov

The Development of Modern Science. Schwartz, pp. 913-933, 966-986.

Michelson and the Speed of Light. B. Jaffe

Future Shock. A. Toffler

V. Required Activities. Using the reading material, complete each of the following activities.

1. Questions. Answer each of the following in writing.
   1. When did the Atomic Age begin? What nations developed nuclear weapons.

   2. What event launched the Space Age? What were some of the scientific program of American satellites?

   3. Identify the following: Alexander Fleming, Jonas Salk, Aerodynamics.

2. Choose 2 of the following activities.

   1. Make a scrapbook of current newspaper articles while you are doing this unit which pertain to science and medicine. Include an introduction in which you discuss the types of advances being made in science today.

   2. Write an editorial in which you discuss the need for communication among scientists about their discoveries.

   3. Draw a political cartoon showing the importance of the discovery of the polio vaccine to mankind.

   4. Write an essay in which you discuss the problems created by the wealth of advances in medical science. Consider the questions of overpopulation and the possibility of keeping someone alive as a vegetable through the aid of machines and drugs.

3. Choose 1 of the following activities:

   1. Read 2 magazines articles about scientific investigation going on today such as cancer research or space exploration. Write abstracts and also turn in bibliography information.

   2. Prepare a debate on euthanasia with one other persons and present it to the class.

   3. Read a work of science fiction by Jules Verne or I. Asimov and write a paper explaining why science fiction may not remain fiction for long. Use specific examples from the book you read.

   4. Pick any topic dealing with scientific research since 1900 which interests you and write a reseach paper on it. Include footnotes and a bibliography. Check your topic with the teacher.

VI. Extra Activities. For suggestions for extra activities, please see the teacher.

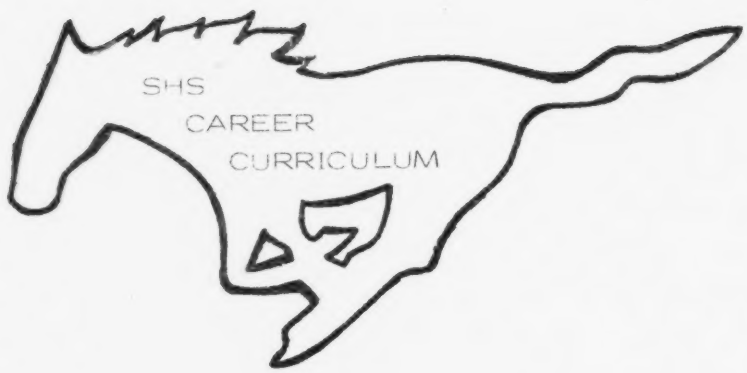
The Double Helix. J. Watson.

SAHUARITA HIGH SCHOOL

CAREER

CURRICULUM

PROJECT



COURSE TITLE: WORLD HISTORY

PACKAGE TITLE: EARLY AGRICULTURE

BY

JUDY HOFFMAN

EARLY AGRICULTURE

I. Problem

Agriculture is an aspect of our times which we all take for granted. Even if we ourselves don't have any immediate contact with agriculture, we are still acutely aware of its presence everytime we visit a grocery store or take a drive through the country. But has agriculture always existed? How was agriculture started? Has agriculture always played the same role in society as it does today or has its role been more important in the past?

For most of the history of the world, crops have been planted and harvested by manual labor. Only in recent history have machines been available to decrease labor and increase production. What were the methods of farming and ranching in ancient times? Have they changed or been improved?

II. Specific objectives

1. You will be able to explain in writing and orally, the theory of the origin of agriculture.

2. You will be able to list in writing three methods of primitive agriculture.

3. You will be able to explain in writing and orally the importance of agriculture to at least two ancient cultures.

4. You will be able to explain in writing and orally why farming declined in Italy during the Roman Empire.

5. You will be able to compare agriculture as you know it with agriculture in ancient times, including information about methods and the importance of agriculture.

III. Required Reading Material

1. Read the following reference in <u>Men and Nations</u>: The Discovery of Agriculture 5, 9-13.

2. Read the references on at least three of the following ancient cultures:

   a. Egypt -- 18-20, 28-29
   b. Mesopotamia -- 37, 40, 41, 50, 53
   c. India -- 61-2, 64, 65-6, 170-71, 174, 265-6
   d. China -- 70, 72, 73, 180-2
   e. Greece -- 85, 92, 94, 109, 119
   f. Rome -- 125, 131-3, 141, 143, 144, 153, 159
   g. America -- 282-6

3. Read at least 20 pages of information on agriculture selected from the following references:

Man: His First Two Million Years - A. Montagu, pp. 137-43
Everyday Life in Prehistoric Times - M. & CHB Quennell, pp 115-17, 133-34, 135-36.
The Morning of Mankind - R. Silverberg, pp. 127-8, 132-35, 145-48
Life Under the Pharoahs - L. Cottrol, pp. 21-2, 39, 62-3
Red Land, Black Land - B. Marts, pp. 37-47
Everyday Life in Ancient Egypt - Jm. White, pp. 162-6
Land of the Two rivers - R. Powers, pp. 16-18, 25-6, 44-5, 60
Ancient Britons - M. Howard, pp. 27-45, 76
Everyday Life in Roman and Anglo-Saxon Times - M & CHB Quennell, pp. 139-40, 19
A Day in Old Athens - Davis, pp. 197, 94, 196-203
Ancient America - JM. Leonard, pp. 119-122, 66-7, 15-18, 105, 107, 136-7
Everday Life in Ancient Greece - CE Robinson, pp. 16-18, 89-90
Everyday Life in Ancient Rome - FR Cowell, p. 24
When Egypt Ruled the East - G. Steindorff, pp. 13, 98
Ancient Egypt - L. Casson, pp. 40-41, 46-49, 108-9, 30-32, 110-11
Ancient China - E. Schafer, pp. 158-9, 12, 16, 33-4
Imperial Rome - M. Hadas, pp. 147-49
Ancient Egypt - JE White pp. 128-133
The First Zooyears - C.B. Fails, pp. 44-6, 59, 61-63, 123
The Pyramids and Sphinx - Newsweek, pp. 20-1, 26

4. Read the mimeographed material included in this study guide.

IV. Required Activities

1. Participate in group discussions supervised by the teacher.

2. Answer the following questions in writing in complete sentences in your own words.

1. How did environment determine life in the four great river valleys? Is man still influenced by environment in earning his living?

2. What were four important agricultural products in ancient Egypt?

3. Who did the manual labor on farms in ancient Greece and Rome?

4. Why did the number of small farmers in Italy decline during the Roman Empire?

3. Choose at least two of the following activities and have the teacher O.k. your choice.

1. Using the material you read, write an original paragraph explaining the beginning of agriculture.

2. Watch any two of the following filmstrips and take notes on the parts which deal with agriculture only:

FS 16 The Oldest Nation - Egypt
FS318 Forebears of the West - The Celts
FS 98 The Great Age of Warrior Homeric Greece
FS 34 The Greek City-State
FS 35 Greece and Persia
FS309 Ancient Egypt
FS263 Egypts Eras of Splendor
FS 21 Rome's Beginnings
FS 22 Rome and Italy
FS 17 The Growth of Society
FS372 Life in Ancient Egypt
FS255 The Incas
FS308 Heritage of the Maya
FS261 Discovery of Agriculture

3. Make a chart with drawings showing three methods of primitive agriculture.

4. Write an editorial for the Memphis (Egypt) Times about the importance of agriculture in the economy of Egypt.

4. Choose at least one of the following activities:

1. Interview someone who works on a farm or for FICO. Ask him or her questions about methods of agriculture and/or crops grown in Arizona. Write up your interview in a short paper in which you compare what you found out in the interview with what you have read about early methods of agriculture.

2. Write an entry to a diary of a farmer in an ancient civilization. Make your diary as realistic as possible by researching the topic from books listed in the Required Reading section. (1-2 pp.) Include facts about methods, crops, daily activities, etc.

3. Read two magazine articles on farming or ranching. One should be on modern farming and ranching and one whould be on farming and ranching in ancient times. Write a short paper (1 1/2 - 2 pp.) comparing farming and ranching in ancient and modern times using the information in the magazine articles. Turn in a bibliography. Use the Reader's Guide to Periodical Literature to find your articles. There should be some articles on primitive methods of agriculture in National Geographic.

BACK OF HISTORY (MAN IN THE BEGINNING)/ by. W. Howells

With the end of the Ice Age the hunting peoples were pressing into every part of the habitable world, except the outer islands of the Pacific and perhaps such poor places as Greenland and Baffin Land. For a time they even roamed the plain between Britain and Denmark discovered every kind of available food, including those which have to be specially treated to be edible, like acorns. And in different places they give themselves the benefit of many fairly intricate inventions, whether weapons or hunting tricks, even though typically they could carry their entire cultures around as they traveled, in their heads or on top of them.

Then, about 6000 B.C. and somewhere in the Near East (as far as we know), the Neolithic way of life began. It is still called "Neolithic"(New Stone Age as Mesolithic means Middle, and Paleolithic means Old Stone Age), because the older anthropologists saw everything in the light of stonework, and thought of this "period" as the age of polished stone axes. But it means, rather, a state of culture in which food is planted and bred, not hunted and gathered -- in which food is domesticated, not wild. If we had to choose the greatest single change in human history right up to the present, this would be it. I mean, of course, a change by cultural evolution, as distinct from a biological change like standing erect, or gradually becoming able to use culture and language in the first place. And I do not mean that the change was sudden, or dramatic to those who were changing as though a light were being switched on. It was dramatic, but long after, in its consequences, because everything else we have achieved flowed out of this as a beginning.

By about 4000 B.C. there were farming villages spread widely in the Near East, all the way from the Faiyum Basin in Egypt (just up the Nile from Cairo and the Pyramids), through Palestine and Syria, over to Iraq and Iran. They were not all the same, by any means, but a summary picture of their culture was something like this. The people lived in houses, of mud brick or mud and brush walls. They grew wheat and barley; they cut the grain with straight sickles made by setting flint blades in a row in a piece of wood or bone; they stored it (in some places) in granaries or pits lined with basketry; and they ground it for bread on rotary hand mills of stone, or in some other kind of grindstone or mortar. They raised cattle, sheep, goats and pigs (and dogs, although remember that a dog is a Mesolithic contraption used for hunting, and not a barnyard animal). But they also hunted wild animals, and took birds and fish, especially in the Faiyum, to fill out their diets. They made bowls and jars of pottery. And they wove linen cloth out of flax.

This is a culture which, emphatically, you would not try to carry around on your head, even forgetting the houses and granaries. Its origins have not been pinpointed, but they must

have been in this same part of the world, the Near East. There seem to have been Nesolithic hunters in the area down to nearly 6000 B.C., according to radiocarbon dates. And one of the earliest villages of farmers yet discovered must have been founded by 5000 B.C. or earlier; this was already a full fledged village, so that the formative period must have been some time prior to this. In fact, during such a formative period, it is easy to suppose that farmers might leave their village, which we recognize as "Neolithic," and go off on a hunting expedition during which they left remains in a cave which we would dig up and label "Mesolithic."

This early village, called Jarmo, is in the hill country of Iraq above the Tigris-Euphrates Valley. It was made up of simple houses of packed mud walls, and lasted long enough so that eight levels could be made out by the excavators. Grains of wheat and barley were found, along with the household tools for making flour, especially hand mills. And there were bones of cattle, sheep, pigs and dogs.

Now it might be hard to prove just what was the state of domestication of these animals, but here at any rate was the basic domestic livestock in a group, and all wild animal bones -- ie., those which were clearly products of the hunt -- amounted to only five per cent of the total. One feature of the houses was burning basins of clay (hearths?), but aside from the remains of these there were no signs of pottery until the highest levels, at the end of the settlement, when some fragments of poor-grade stuff appeared. And there were no signs of weaving at all. So here was a group of very early farmers, lacking even the two typical arts of "Neolithic" peoples, pottery and weaving, but with the domesticated grains and animals well in hand.

None of this tells us how the business of domestication came about, and here we have to fall back on a little imagination. But let it be the right kind of imagination, and not one that sees a Mesolithic genius waking up in a hut, exclaiming, "Why didn't I think of that before?" and smartly laying out a garden and planting it full of good things. On the contrary, rapidly though it happened by Paleolithic standards, the deliberate sowing of grain must have come about by accidental steps, at the hands of gatherers.

There is impressive proof that the Mesolithic hunters had come to know and eat every possible kind of natural food, and in this part of the world they surely made use of edible seeds as in all other parts. Many such people must have anticipated the ripening of wild crops, and perhaps come early to places where they grew, possibly even to pull up weeds or chase birds away. Here in the Near East, in fact, the Natufian people of Pasestine seem to have had a very late Mesolithic culture. Yet they had sickles, which is thought to show that they harvested wild grasses and grains on an important scale. Realize also that these cereals, wheat, barley, the millets (grasslike grains including sorghum, very ancient in use), will keep well if they are stored in a proper cache, and you have something which emphasizes the importance of that crop and exerts a steady

pull back to the place where it grows well, or where an otherwise wandering group keeps its stores of the grain. And suppose that little by little the people find other ways of helping the crop, and camp near it, or carry ripe grain home to one of their main camps, and accidentally spill it around so that it grows there. Then the final purposeful growing of this kind of food is probably inevitable. Now the whole process might be very slow, or too difficult entirely, for many wild vegetable types, and it is probable that the particular qualities of these grains, like their yearly growth (as opposed to a treeborne fruit), their high food value, and above all their storability, would have helped the incipient farmers along in their unconscious process of domestication.

You might think that it would be possible to find the home of all this by finding the natural home of the grains themselves. Unfortunately, the grains grow wild in too many parts of the Near East and northern or eastern Africa to make this possible. And the same thing applies to the animals. This last is especially true, because, once the idea of domesticating them had been clearly established and heads had been introduced into new territories, then some of the local wild forms in these new territories may have brought under domestication forms in these new territories may have been brought under domestication, as a way of enlarging the flocks. This seems to have happened with cattle and pigs in Europe, for example. That would tend to make it look as though the original domestication had taken place all over creation, instead of in one principal place. The chances are strong, however, that cattle domestication, like that of wheat and barley and other early plants like flax, happened in the Near East.

It is actually surprising that the main animals - cattle, sheep, goats and pigs - all show up together in the lowest archaeological levels of the oldest village, Jarmo. This is the kind of thing that suggests Neolithic beginnings must have gone back well before Jarmo's founding in about 5000 B.C., and perhaps before 6000 B.C. But in any event it is likely they the grains were domesticated before the animals.

For the essence of village farming life is building a village and farming; that is, staying in one place. And it is plants that stay in one place, and so ask the people to do the same, while the animals may wander. If the people are wandering, and living by hunting, they cannot afford the time to care for livestock. Sometimes hunters bring live animals to camp as a way of having the next day's food at hand. But these animals never survive more than a day or so. And a hunter's real reaction to a food animal is to shoot it; this was the Bushman's approach to Hottentot or Dutch cattle, and the Sioux Indians did the same thing when the Great White Father was trying to make them settle down and gave them some cows.

But domesticating cattle is not simply stockading them, or even taming them; it means rather causing them to breed successfully while they are dependent and human beings. And this means living on something else while waiting for the animals to reproduce and grow and give milk. Now if you are a hunter, not a

farmer, it would seem preposterous to be hunting rabbits or gorillas if you have oxen and sheep at hand, all ready to be killed. Of course we do not know what actually happened in 6000 B.C., and there may have been special circumstances. And also there are the reindeer nomads of Siberia, who give the impression that they are in the very act of bringing the reindeer to heel; but the circumstances are peculiar. On the face of it, it would seem that the domestication of wild cattle would be slow enough and hard enough to suggest strongly that it was done by homesteaders, not hunters.

This brings us...to the meaning of the so-called Neolithic revolution. If you generalize, and take the typical effects on culture of hanging life on the one hand and of farming life on the other, you can see that something stupendous took place... it was a breaking of one of nature's bonds, the freeing of man from the limits of the natural supply of food.

...simple hunter-gathers...have few crude ideas about conservation and some, like the Australians and the Magdalenians, exerted themselves in pious rites to make the game more plentiful. But that is wishful thinking; nature is in control, not they. Nature goads them about from spot to spot like howling monkeys, and there is nothing they can do about it. They cannot stockpile their food: when they have eaten, it is high time to start thinking about the next meal. Around any camp there are only so many wild animals and so many edible plants, because of the balance of nature. When these have been hunted or picked beyond a given point, the supply becomes too short and cannot recover, perhaps, for that season. What do the people in the camp do? They pick up and move on, to a place where the game is untouched. So this band must have enough territory to keep rebuilding the supply, it must preserve the supply against poachers, and it must move, move, move.

What about the numbers of people? Since they are actually part of the balance of nature themselves, they will be limited to a number which their territory can support in its worst (not its best) years. So the whole human population must be relatively sparse and spread cut.

And the size of the band? Actually the simplest family can carry on this kind of a life, the man to hunt and the woman to collect vegetables, insects, water and firewood and to tend to odd jobs. But this leaves them with no help if they have need of it, while larger groups may not only protect themselves better but hunt more effectively, whether by co-operation in a rabbit drive or by multiplying the chances of finding and killing a large animal on which all can feed. However, the size of the band soon reaches a point at which it presses within their radius of action around the camp, or the band itself will not be able to move fast enough and far enough to tap the resources it needs. Only once in a while can bands come together in tribal meetings, and then perhaps when a natural crop -- a cactus pear or a kind of grub -- comes into season, and for a while creates plenty for everybody. The rest of the time the bands must keep their distance, and the number of each will be something like fifty souls, more or less.

These laws of nature have teeth in them: many peoples accept the necessity of killing some of their infants at birth because the mother already has all the young children she can cope with on the march; and most of them ruthlessly abandon the sick or the helplessly old to freeze or starve. If, rarely, they put forth efforts on the aged one's behalf, these efforts are visibly strenuous. Such action is not subhuman callousness. Even though they may appear to take it calmly, the people have no choice at all in what they do, or even the face they put upon it.

We see, in fact, human beings like ourselves trapped, without knowing it, a life which prevents them from having higher material inventions and social combinations. Small nomadic bands can hardly become civilized if they cannot even set up substantial households. They must find some escape from nomadism first and from isolation and the limits of small numbers. They must find some escape from the tread-mill of food-getting, which has them almost always either hunting or getting ready to hunt, and so keeps them from having any specializtion of their energies, and makes the only division of labor that between the animal-hunting man and the plant-hunting woman. This escape was found with domestication, when the ordinary balance of nature was broken and food was made to grow not by nature buy by man. Camps changed to villages, and dozens of people to hundreds.

But the millennium did not arrive with a rush. This was the basic change, ideally, but it was gradual, and there had always been a lot of overlapping. The Siriono Indians, nomadic hunters of eastern Bolivia, are normally so hungry that their conversation is largely about food, or squabbling over food, or begging one another for food (they are perhaps the least honorable of the hunters, and will eat in the middle of the night to avoid sharing). And yet they plant small plots of corn and other vegetables around the house or at some place near which they expect to be hunting; still the corn patch fails to rescue them from their hard lot. Many Neolithic peoples hunt and fish avidly and, as we shall soon see, the more primitive ones cannot even remain long in one place because of the inefficiency of their methods of farming. Even in archaeology we can see the gradual nature of the development.

READING LIST - EARLY AGRICULTURE

1. Read the following reference in Exploring World History: The Discovery of Agriculture - pp. 3-4.

2. Read the references on at least three of the following ancient cultures:

   1. Egypt - 9 - 10
   2. Mesopotamia - 17, 24
   3. China - 36
   4. Mayan culture - 49
   5. Incan culture - 50-1
   6. Greece - 84-5
   7. Rome - 101, 108

   In Men and Nations - Rome: 125, 131-2, 141, 143, 144, 153, 159

3. Read at least 10 pages of information on agriculture chosen from the following references. Take notes to be checked by the teacher.

   The First Men in the World - AT White, pp. 128-32, 159-63, 170-1
   Land of the Pharoahs - L. Cottrell, pp. 21-2, 39, 62-3
   Ancient Britons - M. Howard, pp. 27-45, 76
   A Day in Old Athens - Davis, pp. 191, 194, 196-203
   Everyday Life in Ancient Greece - CE Robinson, pp. 16-18, 89-90
   Everyday Life in Ancient Rome - R. Cowell, pp. 24
   When Egypt Ruled the East - G. Skindorff, pp. 13, 98
   The Romans - A. Duggan, pp. 15
   Ancient Egypt - L. Casson, pp. 40-41, 46-49, 108-9, 30-32, 110, 111
   Ancient China - E. Schafer, pp. 158-9, 12, 16, 33-4
   Imperial Rome - M. Hadas, pp. 147-49

SAHUARITA HIGH SCHOOL

CAREER

CURRICULUM

PROJECT

COURSE TITLE: WORLD HISTORY, 1930-PRESENT

PACKAGE TITLE: WAR SINCE 1945

by

JUDY HOFFMAN

Package Title: War Since 1945

I. PROBLEM. After the large scale war between 1939 and 1945, the world hoped for a long peace. Fear of what another world-wide war would do to mankind was very prevalent. Weapons such as the atomic bomb could virtually annihilate the entire population of the world.

Russia seemed determined to spread communism throughout the world. The Western World's conflict against this covert aggression was known as the Cold War. There were a few hot wars after 1945, too. One was the Korean War, fought by U.N. forces against the invading North Koreans. Other wars included the Hungarian Revolution, the struggle for freedom by Czechoslovakia, the continuing struggle of Israel against the Arabs in the Middle East, and the Viet Nam War. The wars for freedom of African countries which also filled this period were the Algerian War, the struggle in the Congo, Biafra, and Rhodesia. Most recently was the fight for the freedom of Bangladesh from Pakistan.

What has mad these wars different from all previous wars and why? What has been the prevailing reasons for violent flare-ups? Why haven't atomic weapons been used? For what reasons have major powers backed various sides in the smaller wars? What is the arms race? What hope of peace do we all have in the future?

II. Specific Objectives. When you finish this unit you will be able to:

1. Identify in writing the major wars since 1945 and their causes.

2. Explain in writing the methods of warfare used since 1945.

3. Explain in writing the development of the arms race and its affect on world peace.

4. Explain in writing what role the U.N. has played in keeping world peace.

5. Identify in writing the major occupations associated with the armed services which are available today.

III. Required Trading Materials. Read each of the following references. You may be quizzed orally on the assignments.

1. Men and Nations. pp. 754-755, 762-766, 773-774, 779-781, 782-789, 799- 801, 806-811, 816-818.

2. The Human Adventure, vol. 2. pp. 215-220, 247-269.

3. The Human Side of American History. pp. 291-293, 300-302, 308.

4. The Human Side of World History. pp. 167, 172-175, 178-179.

IV. Extra Reading Material. for a deeper understanding of the material in this unit, read any of the following references for extra credit.

The Story of Israel. M. Levin

Prague's 200 Days. H. Schwartz

Why Vietnam? F. Trager

The War in Korea. R. Leckie

Hussein of Jordan: My "War" with Israel. V. Vance

Cuba. B. Williams

The Swift Sword. S.L.A. Marshall

The Middle East. J. Jaeckel. pp. 126-135, 152-155.

The Berlin Wall. P. Galante

Africa in History. B. Davidson

Suez: Ten Years After. P. Calvocoressi.

Korea: The Third Republic. K. Chung. pp. 122-143, 217-228.

Southeast Asia and the World Today. C. Buss. pp. 150-182.

Dateline: Vietnam. J. Lucas

365 Days. W. Glasser, M.D.

Peace in Vietnam. American Friends Service Committee

Vietnam Diary. R. Tregaskis

Our Own Worst Enemy. Wm. J. Lederer

Crossroads in Korea. T. Fehrenbach

Korea: Land of the 38th Parallel. F. Gasfield. pp. 102-145.

The Story of Vietnam H. Darliff. pp. 92-250.

Hell or High Water. W. Sheldon

V. Required Activities. Using the reading material, complete each of the following activities.

Questions:

1. What kinds of forces has the U.N. used for peace-keeping operations?

2. Summarize briefly the events in Czechloslovakia in the late 1940's.

3. Why was the Berlin airlift necessary? How was it carried out?

4. Why did the Hungarians revolt in 1956? How did Great Britain, France, and the U.S. react?

5. What led to the Suez crisis and how was it resolved?

6. Why was it difficult to reach a peaceful settlement of theAlgerian problem in the 1950's?

7. How did Israel become a state? What has been the result?

8. What was the Korean War? Why was it important?

9. How did America become involved in Vietnam? What were the chief provisions of the Geneva Agreements? Why did South Vietnam and the U.S. refuse to sign them?

Choose two of the following activities:

1. Winston Churchill said the arms race led to a "balance of terror". Draw a cartoon using Churchill's statement as a theme.

2. On a map of the world show where the United Nations has undertaken peace-keeping operations, indicating with what strength these missions were carried out.

3. Draw two political cartoons of the Berlin Wall, one from a Western point of view, the other from a Communist point of view.

4. Write an imaginary editorial for a pro-Arab newspaper, denouncing Israel as a trouble-maker in the Middle East.

5. Write an editorial on American intervention in the Vietnam War. Use current periodicals for sources.

6. Write a letter to a friend in which you defend the sale of planes by the U.S. to Israel. Use current periodicals for your sources.

Choose 1 of the following:

1. Read 2 magazine articles on the struggle for freedom by Bengladesh. Turn in abstracts with bibliographical information.

2. Read 2 magazine articles about the struggle for freedom by Biafra. Turn in abstracts with bibliographical information.

3. Read 2 magazine articles about the Israeli-Arab 7 day war. Turn in abstracts with bibliographical information.

4. Form a group to discuss the following questions (3 - 4 students). Hand in 1 set of notes for the group.

   1. The United States spends much more on its defense budget than on the United Nations. Which do you think is a better guarantee for peace, the U.N. or an up-to-date defense system? Explain your choice.

   2. The United States has been critized for not forcefully preventing the building of the Berlin Wall. Explain your attitude on this matter.

   3. What do you think would help lessen tensions between Arabs and Israelis? Do you see any hope for such an easing of tensions?

   4. Why do you think some people in the world favor Russia's policy of peaceful coexistence, while others support China's policy of national wars of liberation?

   5. What is your position on the United States government's policy in Vietnam?

5. Interview a recruiter for the armed forces about jobs available for enlisted men or officers. The list may be very long so you may want to limit it to fields such as medicine, combat, clerical, military police, etc. Write up your interview with your reactions.

6. Interview someone who has served in Vietnam about our purpose, how he felt about serving there, how he feels about the peace movement, etc. Write up your interview with your reactions.

7. Write a research paper (2-3 pages) on methods of warfare used since 1945. Include footnotes and a bibliography.

8. Read 2 articles on political terrorism in the past year. Turn in abstracts and bibliographical information.

VI. Extra Activities. For suggestions for extra activities, please see your teacher.

On the Beach. N. Shute

Armageddon. L. Uris

Exodus. L. Uris

Cry, the Beloved Country. A. Paton

The Spy Who Came in from the Cold. J. LeCarre

SAHUARITA HIGH SCHOOL

CAREER

CURRICULUM

PROJECT

COURSE TITLE: WORLD HISTORY: 1900 - 1930

PACKAGE TITLE: POLITICAL REVOLUTIONS: 1900 - 1930

BY

JUDY HOFFMAN

POLITICAL REVOLUTIONS: 1900-1930

I. PROBLEM. The period between 1900 and 1930 was an important one for political revolutions. It was during this time that Russia threw off the rule of the czar and a man succeeded in applying the ideas of an earlier political revolutionary, Karl Marx, to a situation entirely different from the one Marx believed would cause a revolution. Instead, N. Lenin modified Marxism and successfully carried out a revolution by the elite (that is, by a very few number of people). It was this adaptation of Marx's ideas which eventually became Communism as we know it today.

What conditions existed in Russia which promoted the use of revolutionary tactics? Why had a previous revolution in 1905 failed? What kind of a man was Lenin? Who were his followers? In what ways did he alter Marx's ideas? Who were the Bolsheviks? After the power was taken by the Communists, what kind of life did they preach for the people of Russia and the world? Was their intent to follow the ideas of Karl Marx or did they continue to alter his proposals? And finally, did the Communists practice what they preached? -- and do they today follow their own ideals in practice?

A revolution was also carried out in China between 1900 and 1930. The Manchu dynasty was too slow in making reforms and revolutionary leaders succeeded in forcing them to give up their rule. Important in this movement was Dr. Sun Yat-Sen.

What conditions were the people struggling against in China? What type of government did they want? Was this revolution one by the masses or an elite as in Russia? What effect did the success of the revolution have on China?

Mexico also underwent a revolution between 1910 and 1920. What were its causes? Results? Heroes? How did it affect the United States?

II. Specific Objectives. When you finish this unit, you will be able to:

1. Explain in writing the conditions in Russia which encouraged revolutionaries to act.

2. Explain in writing what the causes and effects of the Russian Revolution of 1905 were.

3. Explain in writing who N. Lenin was and why he was important.

4. Explain in writing how Lenin altered the ideas of Marx and why.

5. Explain in writing the successes of the Russian Revolution and the effect it has had on Russia and the world.

6. Explain in writing the causes and effects of the revolution in China.

7. Explain in writing the causes and effects of the revolution in Mexico.

III. Required Reading. Read each of the following references. You may be quizzed orally on your reading assignments.

1. Men and Nations. pp. 505-506, 682-691, 564-565.

2. The Human Adventure, vol. 2. pp. 123-188, 88-89.

3. South by Southwest. pp. 51-70.

4. The material in the Study Guide.

IV. Extra Reading Material. For a deeper understanding of the material in this unit, read any of the following references.

Peace by Revolution. Tannenbaum.

Ten Days that Shook the World. Reed.

Soviet Marxism. H. Marcuse.

The Life of Lenin. L. Fischer.

The LIfe and Death of Lenin. R. Payne.

The Russian Revolution. L. Trotsky.

Why Lenin? Why Stalin? T. von Laue.

Lenin and Trotsky. CBS News.

Red October. R. Daniels.

The Russian Revolution. CBS Legacy.

Russia in Revolution. Horizon.

The Russian Revolution. Lecar.

The Russian Revolution. A. Moorehead.

Ten Days in November. I. Werstein.

A History of Russia. Horizon. pp. 268-363.

Russia. W. Habberton. pp. 140-186.

Russia. R. Daniels. pp. 56-105.

Russia: Selected Readings. H. Kublin. pp. 152-195.

The Man Who Changed China. P. Buck.

Stilwell and the American Experience in China. B. Tuchman. pp. 25-41.

The Mexican Revolution. R. Quirk.

Zapata and the Mexican Revolution. J. Womack.

V. Required Activities Using the reading material complete each of the following activities.

1. Questions. Answer each of the following questions in writing in your own words.

   1. Why did the Russian revolutionary movement of 1905 fail?
   2. How did conditions in Russia in 1921 contradict Marxist theory?
   3. How did Lenin modify Marxism?
   4. Who was Sun Yat-Sen and why was he important?
   5. Who was Pancho Villa and why was he important?

2. Choose 2 of the following activities.

   1. Write a letter to Czar Nicholas II explaining why you think it is a mistake to return to oppressive measures after issuing the October Manifesto.
   2. Write an essay on the following topic: Lenin won the support of the Russian masses with his slogan, "Land, Peace, and Bread." What does this say about the conditions in Russia in 1917? Do you think Lenin would have gained more supporters if he had promised political freedom to the Russian people?
   3. Read 2 magazine articles relating to the Russian Revolution. Turn in abstracts and bibliographical information on each.
   4. Draw a series of political cartoons on the Russian Revolution covering aspects such as causes, effects, leaders, world sentiment, etc.
   5. Draw a political cartoon illustrating the difference between Pancho Villa and E. Zapata.

3. Choose 1 of the following activities.

   1. Read a biography of Lenin and give an oral report to your group.

   2. Read The God That Failed and write a paper explaining how the changes in communism by Lenin and Stalin played a part in the disillusionment of the contributors who wrote this book with communism.

   3. Read Animal Farm by G. Orwell and and write a paper explaining the satire on revolution and communism. Use specific examples from the book and from your required reading.

   4. Present the play Seeds of Revolution to the class. Props and costumes are welcome.

   5. Organize a debate (3 people) on the subject of the benefits versus the disadvantages of Lenin's success in Russia. Research your topic well so your debate will be factual and informative.

   6. Write and present to the class (4 people) a You Are There segment on the Bolshevik Revolution on November 17, 1917.

   7. Read a book on the Mexican Revolution. Fill out a critique form.

VI. Extra Activities. For suggestions for extra activities or books, please see the teacher.

The Farther Shores of Politics. G. Thayer.